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ABSTRACT

The purpose of this manual is to provide the diagnostician with a detailed reference regarding her role in the use of the Educational Based Appraisal System (EBAS). It is assumed that the reader is familiar with the principles underlying EBAS, and has a basic understanding of how the system operates through attendance of concentrated pre-service sessions regarding this model. EBAS has been designed as a resource to the diagnostician for developing a comprehensive appraisal system for handicapped students. The emphasis in this manual is on improving the diagnostician's performance of her role by making available a comprehensive handbook indexed to facilitate its use. The manual is organized into eight chapters and three appendices. This organization reflects the major objectives of the manual. The first objective is to provide the diagnostician with detailed directions for the implementation and maintenance of EBAS. The second objective is to provide instructional information relative to those skills required to use EBAS effectively. The manual is written as a set of directions with supportive information explaining specific steps for implementing and utilizing EBAS. All diagnosticians involved in EBAS should familiarize themselves with the major chapters of the manual. The three appendices may or may not be reviewed by each diagnostician. These sections are comprised of information concerning selected skills and resources identified as important to EBAS use. (Author/RC)

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EDUCATIONAL BASED APPRAISAL SYSTEM

DIAGNOSTICIAN'S MANUAL
Experimental Edition

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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A maxi practicum effort submitted
to Nova University; Ft. Lauderdale, Fla.
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PREFACE AND ACKNOWLEDGMENTS

Information gained from recently completed research (Kaufman, Agard, Vlasak, 1972) suggests that there are discrepancies existing between the intended processes which are the objectives of the appraisal process and the reported practices which appear to be operative.

The discrepancies reported raise some important questions:

1. What is the proper and effective use of test results in the appraisal process?
2. Is there a systematic way of implementing and maintaining referral and screening procedures in our schools?
3. Does the implementation and maintenance of an appraisal process depend upon the availability of diagnostic personnel?
4. Can the educational diagnostician function as the coordinator of the appraisal process?
5. What will be the result of an increasing reliance upon, involvement of, and sharing of responsibility on the part of the instructional personnel in the determination of the student's educational program?

The Educational Based Appraisal System seeks to find answers to these and other questions raised by the need to develop the appraisal process as a quality control mechanism for:

1. Providing an appropriate, balanced, instructional program for each child.
2. Assuring communication, coordination, and effectiveness of the instructional program by providing appropriate interfacing of regular and special education services, personnel, responsibilities and roles.

The Educational Based Appraisal System is being used in an intensive, formative evaluation study seeking answers in a logical way to the problems raised in the evaluation of exceptional students. It is not an attempt to sell as "the answer" any particular process, procedure, or sets of materials. The project represents one alternative or model among many which may provide valuable experience and insight to further the cause of Special Education.

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PREFACE

The purpose of this manual is to provide the diagnostician with a detailed reference regarding her role in the use of the Educational Based Appraisal System (EBAS). It is assumed that the reader is familiar with the principles underlying EBAS, and has a basic understanding of how the system operates through attendance of concentrated pre-service sessions regarding this model.

The emphasis in this manual is on improving the diagnostician's performance of her role by making available a comprehensive handbook indexed to facilitate its use. The manual is organized into eight chapters and three appendices. This organization reflects the major objectives of the manual. The first objective is to provide the diagnostician with detailed directions for the implementation and maintenance of EBAS. The second objective is to provide instructional information relative to those skills required to use EBAS effectively.

The manual is written as a set of directions with supportive information explaining specific steps for implementing and utilizing EBAS. All diagnosticians involved in EBAS should familiarize themselves with the major chapters of the manual. The three appendices may or may not be reviewed by each diagnostician. These sections are comprised of information concerning selected skills and resources identified as important to EBAS use. Some diagnosticians will find parts of this section redundant to their existing knowledge and capabilities. Others may feel that they could benefit from additional information in certain areas and thus will perceive the appendices as a meaningful learning or review experience.

The specific content of this manual is as follows:

EBAS Information Chapters

Introduction to EBAS: This chapter discusses the use of the manual and diagnostician to the relationship between her job as a diagnostician and her role in EBAS.

Diagnostic Principles: This chapter discusses basic diagnostic principles applicable to EBAS. However, the emphasis is on sound evaluation practices in general without reference to specific procedures or systems.

Diagnostician's Package: This chapter describes the contents of the Diagnostician's Package.

Diagnostician's Role in EBAS: This chapter details the diagnostician's role in EBAS. The reader should be familiar with the content of this chapter prior to reading subsequent chapters.

Diagnostic Information Worksheet: This chapter explains the use of the worksheet and illustrates procedures for its completion.

Educational Program Plan: This chapter describes the use of the Educational Program Plan and illustrates procedures for its completion. Explanatory information related to the educational plan concept is also provided.

Teacher's Instructional Plan: This chapter describes the use of the Teacher's Instructional Plan form and illustrates procedures for its completion. Attention is given to both the diagnostician's and teacher's use of the form.

Summary Evaluation Report Form: This chapter describes the use of the Summary Evaluation Report form and illustrates procedures for its completion. The referral process for re-evaluation is also discussed.

Appendices

Test Inventory: A listing of selected tests with accompanying information relative to administration, objectives, scoring, and purchasing is provided. The tests are categorized according to their intended purpose enhancing the diagnostician's use of the inventory.

Informal Assessment: This resource provides explanatory information on informal assessment procedures. It is not an exhaustive resource, but covers the general principles of informal assessment.

Instructional Objectives: This resource provides structured experiences in writing behaviorally stated instructional objectives.

1:0 Introduction to EBAS

INTRODUCTION TO EBAS

1. To assist the diagnostician in becoming familiar with EBAS and the Diagnostician's Package.

The Educational Based Appraisal System has been designed as a resource to the diagnostician for developing a comprehensive appraisal program. The Diagnostician's Package provides you with a basic orientation to your role and the procedures and forms you will be using in the implementation of the system.

THE MAJOR GOALS OF EBAS

1.1 What are the major goals of EBAS?

The goal of EBAS is to improve educational programming for handicapped students through:

1. the use of evaluation procedures which are integrated with instructional planning for individual students
2. the systematic sharing of evaluation and instructional information among all participants in the handicapped child's educational program
3. the coordination of evaluation services to assure more appropriate and timely assessment of pupil performance
4. the placement of emphasis on an evaluation attitude and approach which encourages the teacher to apply criteria appropriate to the student's instructional program
5. the provision for student and parental awareness of instructional program goals and objectives

EBAS--A TOTAL EVALUATION SYSTEM?

1.2 Is EBAS a total evaluation system?

EBAS is not a total appraisal system. It does not include assessment batteries nor does it require adherence to rigid procedures for referral, screening, and diagnosis. The focus of EBAS is on transforming diagnostic information into specific educational plans for individual students. Thus, it could be an integral component of any comprehensive evaluation system. EBAS does offer guidelines and suggested procedures applicable to referral, screening, and diagnosis. However, these are presented as prerequisites to using EBAS and are not included as part of the system. Thus, a school district may employ its own unique appraisal procedures and still use EBAS. EBAS has been developed to be adaptable to a variety of appraisal programs.

THE DIAGNOSTICIAN'S RESPONSIBILITY TO EBAS

1.3 What is the diagnostician's responsibility in EBAS?

The responsibilities of the diagnostician in EBAS are closely related to her defined role. For purposes of this manual the diagnostician is defined as the person with primary responsibility for conducting assessment of students referred for special education services. In most cases this person will be the educational diagnostician but it may be an associate psychologist or a school counselor. Thus, the title of diagnostician is used to identify any person performing assessment functions.

EBAS is intended as a resource to diagnosticians in developing comprehensive appraisal programs. Viewed in this context, the diagnostician's general responsibilities include procedures similar in intent to those required by EBAS. The diagnostician's role in EBAS requires her to perform certain tasks. However, each task is directly related to her evaluation role and should serve to enhance her overall effectiveness. The diagnostician's role is defined in detail in Chapter 4.0. Because EBAS involves evaluation functions, the leadership for its implementation should come from the person assuming the diagnostician's role. Thus, your role as the diagnostician is central to the use and coordi- of the system. No other person is involved in as many aspects of EBAS as is the diagnostician.

In summary, EBAS is intended to enhance the diagnostician's effectiveness in developing a comprehensive appraisal system. All of the procedures, forms, and steps have been designed consistent with diagnostician's responsibilities.

2.0 Diagnostic Principles

DIAGNOSTIC PRINCIPLES

2. To assist the diagnostician in developing an awareness of diagnostic principles as they relate to EBAS

Awareness of diagnostic principles is critical to the diagnostician's role in EBAS. This chapter of the manual discusses the role of diagnosis and diagnostic principles, particularly as they relate to the Educational Based Appraisal System.

THE ROLE OF DIAGNOSIS IN EBAS

2.1. What is the role of diagnosis in EBAS?

The diagnostic or assessment process is prerequisite to the implementation of EBAS. Within the educational setting, diagnosis refers to the process of collecting information which assists in the educational (behavioral and/or instructional) management of the learner by indicating appropriate instructional action. Diagnostic information provides the basis for identification, placement, and program formulation. In terms of identification it confirms the existence of an educational problem and determines eligibility for special programming or services. Related to placement, it assists in identifying the appropriate instructional environment(s) for the learner. Finally, in terms of program formulation it provides the basis for instructional planning.

The role of diagnosis relative to EBAS is twofold: 1) the provision of data utilized in the determination of eligibility for special services and placement, and 2) the provision of instructionally relevant information required for program formulation. Since eligibility and placement decisions are assumed as prerequisites to the implementation of EBAS, the primary role of diagnosis for EBAS focuses on input for program formulation. Inherent in the system is the need for instructionally relevant information upon which to base instructional programming. Specifically, EBAS requires an instructionally relevant diagnostic approach to assessment. It requires a behavioral or functional analysis of the learner's level and style of learning as well as the specification of the extent to which the learner does or does not possess the skills and abilities required for instruction leading to mastery.

SOURCES OF DIAGNOSTIC INFORMATION

2.2. What are various sources which can be used to obtain diagnostic information for use in EBAS?

Diagnostic information is obtained from two forms of assessment, inter-individual and intra-individual. Inter-individual assessment compares the learner's performance with some standard or established norm. The resultant score indicates whether the learner is performing at, above, or below age, grade, or ability level in comparison to a specified population of other learners. This global description of the learner provides information concerning his probability of success and views his performance within the context of his functional environment. Eligibility and placement decisions as well as long range instructional goals may be derived from this type of assessment data.

Intra-individual assessment specifies the learner's exact level of performance, that is, the level at which he actually performs. This form of assessment represents a performance analysis of the competancy areas identified through inter-individual assessment, i.e., the specific skills mastered and not mastered. Specific description of the learner provides an operational base for instructional programming and the specification of instructional objectives.

Instructionally relevant diagnostic information can be derived from a variety of sources: 1) teacher observation, 2) informal tests, 3) formal tests, 4) diagnostic teaching, and 5) observation of testing behavior.

Teacher observation: Through daily interactions with the child, the teacher gathers a variety of information relative to the pupil's learning sysle: 1) types of errors made, 2) ways of approaching a task, 3) specific reinforcers, 4) teaching strategies which are effective, 5) behavioral characteristics the learner displays, 6) reactions to new situations, and 7) reactions when confronted with a difficult task. Specific observational data such as this provides information which provides the appraisal person with cues for areas of further testing, confirms the results of informal and formal testing, and provides significant input during the planning of the instructional program.

Informal tests: Informal measures given by the teacher or diagnostician provide additional task-specific evaluative data which may lead to instructional programming. Informal task-specific tests include a) seatwork exercises, b) "mini" lessons including informal lessons designed to assess various skills, the way the pupil responds under several teaching methods, etc., and c) oral presentations. In many instances these tests provide data of greater instructional relevance than more formalized diagnostic procedures.

Formal Tests: Formal testing procedures serve three functions in the diagnostic process: 1) provision of information about the learner's instructional needs not obtained through other procedures, 2) investigation of relevant cues indicated by previous evaluative data, and 3) exploration of previously acquired informal or subjective impressions. Both inter-and intra-individual diagnostic data can be obtained through the utilization of formal standardized tests. The evaluative information obtained from formal tests must still be translated into instructional processes, although some instruments provide "teachable" information that can be translated directly into instructional objectives.

Diagnostic teaching: Formal test procedures sample only a small segment of the learner's behavior at one moment in time and often result in an unclear and/or incomplete picture of the learner. The resultant information may not provide sufficient guidelines for instructional programming. A longer and more extensive sampling of behavior can be obtained through diagnostic teaching. Diagnostic teaching is a continuation and extension of the diagnostic process. It consists of the presentation of various learning tasks and strategies with careful observation of the learner's performance. Through this process, information may be derived which describes the learner's specific difficulties, consistent patterns of behavior, and effective instructional strategies.

Observations of Test Behavior: Attitudes and both verbal and non-verbal behaviors exhibited during the testing session also provide relevant information about the learner. information derived from careful observation of these testing behaviors provides 1) comparative data for initial referral information, 2) supportive data for results of other forms of assessment, 3) clues to further assessment needs, and 4) direction for instructional programming.

Behaviors exhibited during testing can clarify referral information whether or not they are supportive. A referral problem of inattention in the classroom may be validated by difficulties in maintaining attention during the testing session. In this instance, testing behaviors confirm and generalize the initial referral behavior.

If the inattentive behavior observed during the testing session supports similar behavior in the classroom, there are direct implications for instructional planning. A priority instructional goal may be: "The student will be able to remain on task for 10 minutes." Instructional strategies may involve the use of manipulative materials (the learner was observed to enjoy the manipulative sections of some tests) or the initiation of a system of verbal reinforcement.

In contrast, a learner referred for attention difficulties in the classroom may exhibit attentive behavior in the test setting. Here inferences can be made concerning the learner's response to individual attention, a non-stimulating environment, and specific testing materials as factors in maintaining his attention.

Many deficit areas not originally noted may be observed during the testing session and further assessment can be conducted. During the administration of the spelling section of the WRAT, for example, the examiner may note that the learner grasps the pencil between all his fingers and contorts his entire body while writing. While the original focus of assessment is spelling achievement, possible difficulties in motor coordination are observed. Thus, the need for further assessment of motor skills is indicated. Similarly, requests to have directions repeated several times during the administration of a WISC subtest supports earlier results of auditory discrimination difficulties on the Goldman-Woodcock-Fristoe Test of Auditory Discrimination.

In summary, it is important that you be sensitive to behavior exhibited by the student in the assessment situation. The following types of information about the learner can be obtained through careful observation of his attitudes and behaviors in the testing session:

1. attentiveness
2. concentration
3. degree of confidence
4. reinforcement preferences
5. amount of reinforcement needed
6. approaches used for completing tasks
7. reactions to success
8. reactions to failure
9. reaction to new situations and persons
10. attitude toward self
11. reactions to directions

Such information has direct application within the instructional setting. It is also the type of information which does not always emerge directly from the test results. You must use your professional judgement in making decisions on which behaviors are educationally significant.

3.0 Diagnostician's Package

THE DIAGNOSTICIAN'S PACKAGE

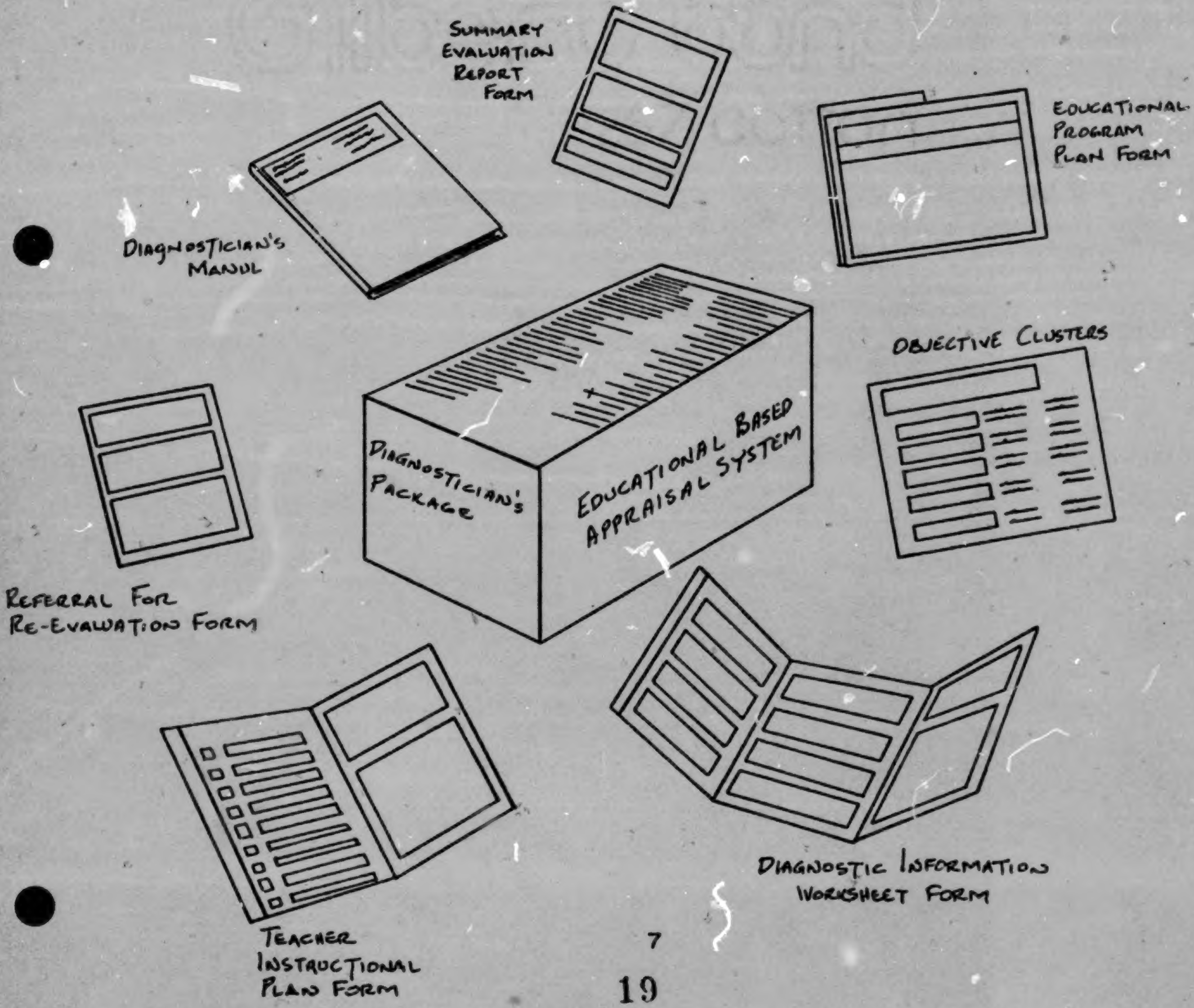
3. To assist the diagnostician in becoming familiar with the Diagnostician's Package in the Educational Based Appraisal System.

The Diagnostician's Package is the major component comprising the Educational Based Appraisal System. All the materials you will need to implement EBAS are included in this package.

OVERVIEW OF THE DIAGNOSTICIAN'S PACKAGE

3.1. What are the components of the Diagnostician's Package?

The Diagnostician's Package is comprised of the following eight components:


Summary Evaluation Report Form
Educational Program Plan Form
Diagnostician's Manul
Objective Clusters
Diagnostician's Package
Educational Based Appraisal System
Referral For Re-Evaluation Form
Diagnostic Information Worksheet Form
Teacher Instructional Plan Form

COMPONENTS OF THE DIAGNOSTICIAN'S PACKAGE

3.2. What is the purpose of each component in the DIAGNOSTICIAN'S PACKAGE?

Each component in the Diagnostician's Package is designed for a distinct purpose in facilitating the implementation and utilization of EBAS. An illustrated description of each component and an outline of its purpose follow. Review each one carefully as an overall understanding of the entire package is essential.

Package

The package carton serves a dual function. It provides a convenient storage area for all the materials comprising the Diagnostician's Package. Further, it facilitates the organization of an efficient filing system by providing file space for completed reports, program plans, and summary information used in the system. Should you not have filing cabinet space available, the package carton can be used as a substitute.

Diagnostician's Manual

The Diagnostician's Manual serves a dual purpose. First, it is a source of information for the diagnostician on the implementation and utilization of EBAS. Secondly, it is a work-resource manual focusing on the development of identified skills considered essential to the utilization of EBAS.

Diagnostic Information Worksheet

The Diagnostic Information Worksheet is one of the three major components of the package. It is a three-part foldout form on which the diagnostician systematically records referral information, relevant diagnostic data, behavioral observations, summary information, and ARD committee decision.

Educational Program Plan

The Educational Program Plan form is the second of the three major components of the package. It is a four-part form on which the diagnostician in collaboration with the other members of the EBAS team summarizes the pupil's learning and behavioral strengths and weaknesses and specific instructional strategies and goals.

Teacher's Instructional Plan

The Teacher's Instructional Plan form is the third major component of this package. It is the form on which the EBAS team designated the form on which the EBAS team designated the student's initial instructional program through the identification of one instructional goal and a cluster of objectives. Copies of this form are utilized by the teacher as the system becomes operative at the instructional level.

Objective Cluster Bank

An objective cluster is composed of an overall instructional goal and five related behavioral objectives. The Diagnostician's Package includes a bank of objective clusters as a resource for the development of the Educational Program Plan form and the Teacher's Instructional Plan forms. The clusters are organized into three areas, i.e., social behavior, reading, and mathematical skills.

Summary Evaluation Report

The Summary Evaluation Report is the form on which the EBAS team records pupil performance and progress based on information derived from the Teacher's Instructional Plans. This form is the vehicle for providing feedback on pupil performance and progress to the ARD committee at three-month intervals.

Referral for Re-Evaluation

The Referral for Re-Evaluation form is designed as a cover sheet for submitting referral information to the ARD committee by the EBAS team. Additional supportive information and the Summary Evaluation Report form will generally accompany this form.

3.3. How should you study the manual?

It is suggested that you scan the complete manual initially so that you are familiar with each section. The chapters are sequentially arranged based on the role of the diagnostician. The Appendices are sequential in the sense that they are organized in the sequence that the need for the skill or information appears in the body of the manual. The reader is directed to specific resources in the Appendices by a notational system in the context of the manual chapters. After skimming through the manual, the reader should return to Chapter 4, Diagnostician's Role, and proceed through the entire manual in the order of presentation.

A considerable portion of the information in the manual pertains to the use of forms. In each case a sample form is included in the content. To further clarify directions related to the forms, excerpts from the form have been reproduced and appropriately placed in the context. It will help if you make frequent reference to the complete form so that your understanding develops within the context of the total form and its use.

Because it is difficult to provide direction on completed forms and at the same time provide detailed descriptions of their use, it is suggested that you meet with other diagnosticians and/or teachers to discuss their interpretations of the various manual chapters. Assuming that all participants have participated in pre-service training sessions, such discussion should take place after each chapter in this manual.

EBAS is an experimental practicum project, thus, your suggestions for improving the manual as well as your suggestions relative to the system as a whole are invited. You are encouraged to make notes in the manual and to seek clarification from the practicum director.

4.0 Diagnostician's Role

THE DIAGNOSTICIAN'S ROLE

4. To assist the diagnostician in defining her role in EBAS.

The role the diagnostician assumes in the Educational Based Appraisal System is vital to the success of the entire system. As one of the primary persons in the appraisal process, you are asked to formulate educational plans derived from instructionally relevant evaluation data, consult with teachers and other personnel involved in the student's instructional program, and monitor the effectiveness of his educational plan. Once operational, EBAS becomes a major resource to you in carrying out these responsibilities. Thus, a thorough understanding of your role in EBAS is important before beginning use of the system.

THE DIAGNOSTICIAN'S APPRAISAL AND EBAS ROLES

4.1. What is the diagnostician's role in EBAS relative to her responsibilities as a diagnostician?

Most special evaluation programs have three primary objectives. The first is the determination of the student's eligibility for special education services and appropriate instructional placement. Once this objective has been achieved, the second objective becomes the development of an appropriate educational program for the student. If appraisal is to represent a functional process within the instructional setting, it must be continuous. Thus, the third objective involves determining the effectiveness of the handicapped student's educational program.

This section discusses the close relationship between your responsibilities to the evaluation program in the school district and your role in EBAS. Your role on the EBAS team will be discussed in detail in Sections 4.2. and 4.3.

As conceptualized by the Texas Education Agency, the appraisal process is an orderly and systematic continuum of services for pupils which provides for: referral, screening, data analysis and alternatives, comprehensive assessment, admission, review, and dismissal, dissemination and evaluation.* The diagnostician's responsibilities for appraisal are influenced by the evaluation skills she possesses as well as the local evaluation resources available to her. Her role in the overall appraisal process will typically include the following:

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* Administrative Guide and Handbook for Special Education, Texas Education Agency, Austin, Texas, March 1973(Revised), P. 13.

1. Collecting and analyzing information relative to intellectual factors, educational functioning, sociological variables, medical and health factors, and emotional and/or behavioral states.
2. Compiling information from various appraisal sources.
3. Serving on the Admissions, Review and Dismissal (ARD) committee.
4. Providing appraisal information to the ARD committee for determining initial and continuing eligibility.
5. Developing an educational plan for each student with learning and/or behavioral problems.
6. Conducting any assessment requested following placement.
7. Evaluating the effectiveness of each student's educational plan at three-month intervals.
8. Reporting the results of the educational plan evaluation to the ARD committee.

Your role in EBAS evolves from your general responsibilities to handicapped children as listed above. As a diagnostician, your involvement in the Educational Based Appraisal System does not substantially change your role relative to the total appraisal program in your district. EBAS has been designed to support your existing appraisal role. Once operational, EBAS represents a major resource to you in carrying out your role.

EBAS assumes that prior to actual utilization of EBAS forms and procedures certain prerequisite steps have been accomplished. Figure 1 illustrates these prerequisite steps in relation to the overall functions of EBAS. These prerequisite steps are necessary for optimal EBAS implementation. While EBAS does not dictate specific assessment procedures, it does require that certain diagnostic information be available. You, as part of your role in the appraisal system, are typically responsible for these diagnostic tasks. Thus, EBAS does not add to your current responsibilities.

The following outline briefly details the relationship of the responsibilities currently assigned to you in the ongoing appraisal program and your role relative to EBAS.

1. Referral: "Referral is initiated when a pupil is perceived as having problems which may impede pupil achievement and/or adjustment."*

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* Administrative Guide and Handbook for Special Education, Texas Education Agency, Austin, Texas, March 1973 (Revised), p.13.

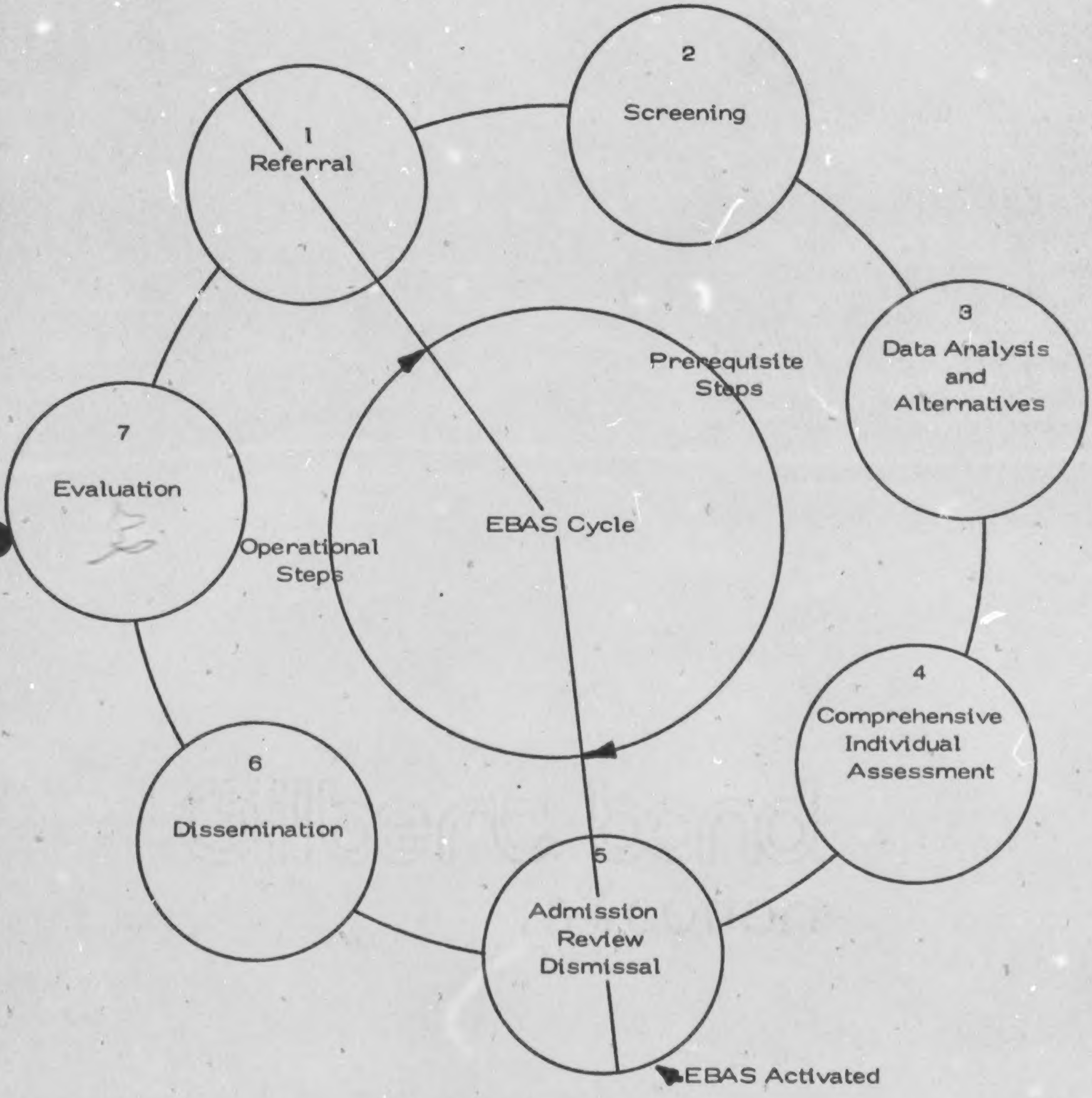
1
Referral
2
Screening
3
Data Analysis
and
Alternatives
4
Comprehensive
Individual
Assessment
5
Admission
Review
Dismissal
6
Dissemination
7
Evaluation
Prerequisite
Steps
Operational
Steps
EBAS Cycle
EBAS Activated

Figure 1

Having identified a child with learning and/or behavior problems, the teacher refers the student to the building screening committee. Since the focus of EBAS is on pupils receiving special education services, the referral step represents the first action which may result in the student's participation in the instruction/evaluation aspects of EBAS.

2. Screening: Screening consists of generating and compiling all immediately available data on the referred child.*
   This is consistent with EBAS procedures.

3. Data Analysis and Alternatives: Data analysis requires that a designated committee analyze and interpret the data available on the students referred and on the basis of the available data determine the appropriate further activity.**
   This is consistent with EBAS procedures.

4. Comprehensive Individual Assessment: Comprehensive individual assessment is the observation, diagnosis and identification of individual pupil achievement and/or adjustment characteristics. This form of assessment includes the following factors: intelligence, educational functioning, sociological variables, medical and health factors, and emotional and/or behavioral states.***

   Although implemented at the instructional level, EBAS depends upon individual assessment information as a basis for planning the child's instructional program. Thus, EBAS encourages a broad approach to assessment which focuses on instructionally relevant information. While not designed to dictate specific procedures, the Diagnostic Information Worksheet form described in Chapter 5 offers you a systematic procedure for recording your findings. Additional resources to assist you in making decisions on what to include in your assessment are locating in Appendices A and B.

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*Administrative Guide and Handbook for Special Education, Texas Education Agency, Austin, Texas, March 1973 (Revised), P. 13.

** ibid

*** ibid., P. 14.

5. ARD Committee: The Admission, Review, and Dismissal Committee is composed of at least three members, representing the areas of administration, instruction, appraisal and/or special education. The committee considers available information for the purpose of determining the eligibility of students for original assignment, continued enrollment, and termination of special education services.*

   At this step in the appraisal process, following the determination of eligibility, a decision on placement by the ARD committee initiates EBAS through identification of the EBAS team members. After EBAS is initiated your role is to represent the EBAS team on the ARD committee. This involves providing continuous information related to the effectiveness of the child's instructional program.

6. Dissemination: Dissemination is the provision for the dispersal of a written educational plan to all personnel responsible for implementation of a child's instructional program. This may be further supported by conferences between supportive and instructional personnel.**

   The translation of the accumulated appraisal information into an educational plan is accomplished in EBAS by utilizing the Educational Program Plan and the Teacher's Instructional Plan forms (described in detail in Chapters 6 and 7 of this manual). The educational plan (the Educational Program Plan plus the Teacher's Instructional Plan) is developed jointly by you and the teachers involved in the handicapped child's instructional program (the EBAS team) during an initial planning conference. Dissemination of this educational plan occurs immediately after the initial planning conference.

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* Administrative Guide and Handbook for Special Education, Texas Education Agency, Austin, Texas, March 1973 (Revised), P. 15.

**ibid., P. 16.

7. Evaluation: Evaluation is (a) the ongoing process of determining the effectiveness of each pupil's educational plan, (b) the annual review of all special education placement decisions, and (c) the periodic reassessment of each pupil's eligibility. A systematic follow-up is instigated at intervals of no more than three months, with evaluation information on the effectiveness of the plan.*

In EBAS, evaluation is interfaced with instruction through the continuous use of the Teacher's Instructional Plan (TIP) forms. Basic to EBAS and to the use of the TIP form is the statement of instructional goals and objectives. Objectives are used as a means of focusing the teacher's attention on specific instructional activities and for creating an evaluation reference for measuring pupil performance. The TIP form provides a continuous evaluation base from which re-assessment data can be obtained at any point. Summary assessment procedures and re-evaluation conferences at three-month intervals are built into EBAS. These allow for the efficient retrieval and periodic reporting of summary information converning the handicapped student's progress to the ARD committee.

Your role during the three-month evaluation intervals is primarily one of serving as a consultant to those teachers implementing the student's instructional program. You will receive copies of all instructional goals and objectives developed by the teachers for the student. It is your responsibility, in collaboration with the teachers involved in the handicapped child's instructional program, to evaluate periodically the student's performance and progress, review his instructional program, and make needed modifications. If appropriate, a referral is initiated back to the ARD committee for a possible change in placement. The Summary Evaluation Report (described in detail in Chapter 8) is designed to assist you in meeting your reassessment responsibilities. This form allows for the summarization of relevant evaluation information and may be shared with the ARD committee.

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*Administrative Guide and Handbook for Special Education, Texas Education Agency, Austin, Texas March 1973 (Revised), P. 16.

In addition to the preceding roles which are clearly compatible with your job as a diagnostician, EBAS requires attention be given to certain procedures and tasks intended to facilitate the evaluation process. Your responsibilities when using EBAS include coordinating the activities of the EBAS team and the ARD committee to assure continuity in the student's program, consulting with teachers in the use of EBAS and the implementation of the educational plan, and maintaining and retrieving EBAS forms for the ARD committee.

Summary

Your participation in EBAS does not substantially alter your current role in the appraisal process. EBAS has been designed to enhance your role in effecting a meaningful evaluation program which contributes to instructional planning. The following chart outlines your role in the appraisal process and indicates those procedures and tasks which are required by EBAS.

Figure 2

DIAGNOSTICIAN'S APPRAISAL

RESPONSIBILITIES AND EBAS ROLE

APPRAISAL PROCESS ACTIVITIES	REQUIRED EBAS ACTIVITIES
1. Collecting and analyzing pupil information relative to intellectual factors, educational functioning, and sociological variables.	1. Administering diagnostic tests and collecting instructionally relevant information.
2. Compiling information from various appraisal sources.	2. Providing educational evaluation information to the ARD committee (optional: utilization of the Diagnostic Information Worksheet).
3. Serving on the ARD committee.	3. Translating diagnostic information into teacher usable information.
4. Providing appraisal information to the ARD committee for determining initial and continuing eligibility.	4. Serving as a member of the EBAS team.
5. Assisting in the designation of an appropriate instructional placement.	5. Providing leadership in the development of educational plans through completion of the Educational Program Plan and the Teacher's Instructional Plan forms.
6. Developing an educational plan for the handicapped student.	6. Reviewing the student's progress, instructional program and continued eligibility in collaboration with instructional personnel.
7. Conducting assessment requested after placement.	7. Preparing summary reports on the student's program for the ARD committee.
8. Evaluating the effectiveness of each handicapped student's educational plan at three-month intervals.	8. Coordinating the activities of the EBAS team and the ARD committee.
9. Reporting the results of the educational plan evaluation to the ARD committee.	9. Maintaining and retrieving EBAS forms for the ARD committee.
	10. Consulting with teachers on the use of EBAS.

Your role is critical to the overall operation of EBAS. No other individual is involved in as many aspects of the system. The remaining sections of this manual have been designed to assist you in applying your appraisal skills through the Educational Based Appraisal System.

THE DIAGNOSTICIAN'S ROLE AS AN EBAS TEAM MEMBER

4.2. What is the diagnostician's role as a member of the EBAS team?

The success of the Educational Based Appraisal System is dependent to a large degree upon the EBAS team. The EBAS team is comprised of the diagnostician and those teachers who may become directly involved in the student's instructional program as a result of the decision to provide some form of special education services. The EBAS team generally consists of the diagnostician, a support teacher and the regular class teacher. The team is activated once eligibility and placement decisions have been made. The decision relative to placement dictates the specific membership of a particular student's EBAS team.

The EBAS team has three major responsibilities:

(1) development of the Educational Program Plan,
(2) selection of appropriate instructional goals and concommitant instructional objective clusters every three months,
(3) coordination of EBAS activities.

The primary emphasis in discharging the first two responsibilities occurs initially during the process of activating the EBAS program for the student. However, once teachers are using EBAS with handicapped children, the EBAS team becomes involved in all three areas of responsibility. This occurs because EBAS is a continuous appraisal system and the EBAS team must make recommendations every three months on continued eligibility, the appropriateness of placement, and subsequent modifications in instructional programming.

The sequence of events essential to using EBAS is synonomous with the cycle of decisions and procedures which have been established for the EBAS team. The EBAS team decision cycle, illustrated in figure 3, represents a three-month period with each cycle culminating in a Re-Evaluation Conference at which time the student's performance, progress and placement are reviewed.

Your role, as the diagnostician on the EBAS team, is more extensive than the other members. You have major responsibilities for chairing the team meetings, coordinating the activities of the EBAS team, and serving as the team's liaison to the ARD committee. Consequently, it is important that you understand the function of the team and the role of each member.

The following outline briefly details the role of the EBAS team with particular attention to your participation.

1. Initial Conference: The initial conference of the EBAS team follows the ARD committee's decisions concerning eligibility for special education services and subsequent placement. At this meeting the team collectively completes the initial sections of the Educational Program Plan and the first Teacher's Instructional Plan form. Both forms are described

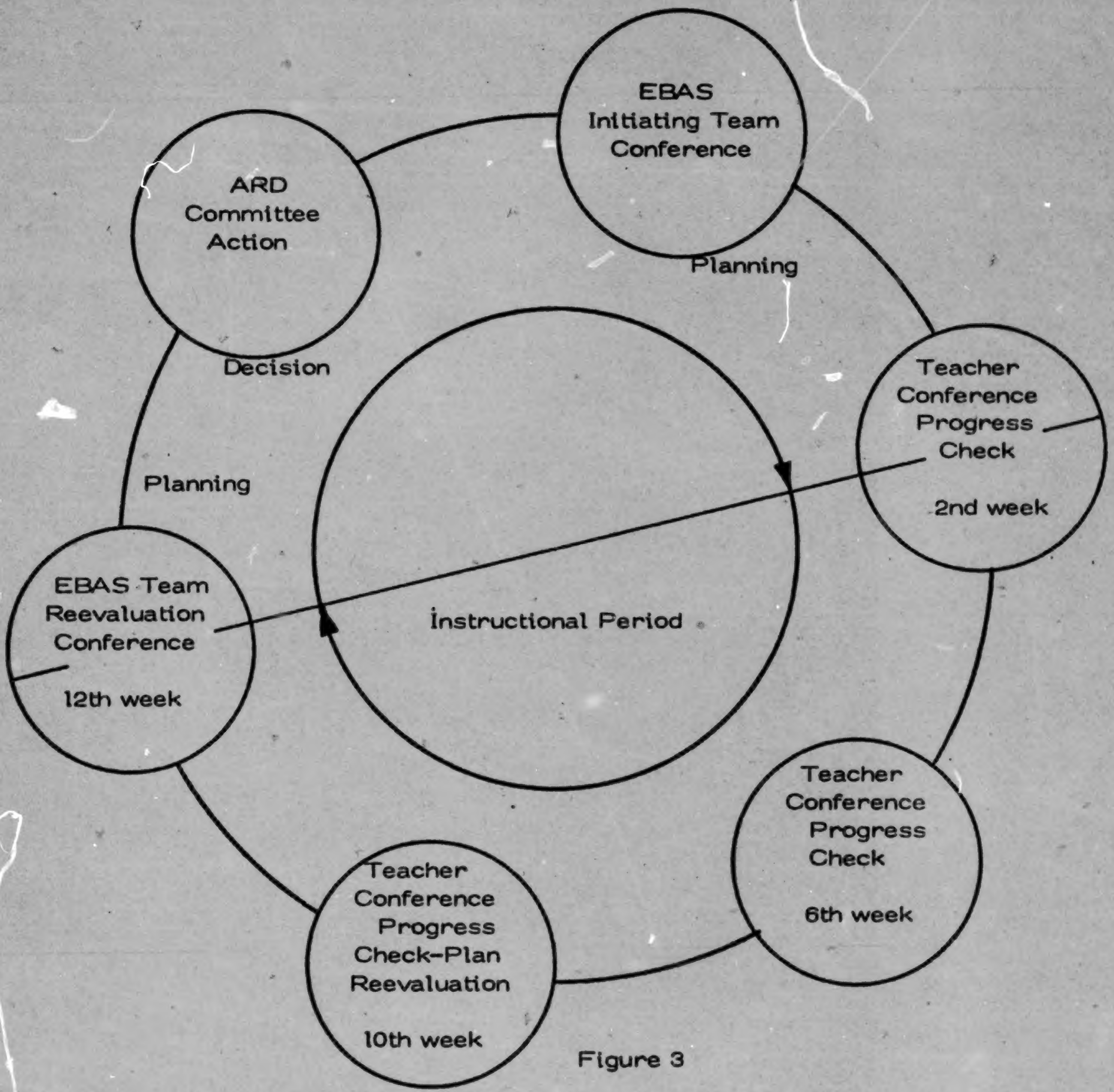

EBAS
Initiating Team
Conference
Planning
Teacher
Conference
Progress
Check
2nd week
Teacher
Conference
Progress
Check
6th week
Teacher
Conference
Progress
Check–Plan
Reevaluation
10th week
EBAS Team
Reevaluation
Conference
12th week
Planning
ARD
Committee
Action
Decision
Instructional Period

Figure 3

EBAS TEAM
DECISION CYCLE

in detail in later chapters of this manual. Several functions are required of the team as they complete these forms.

(a) The team must discuss the educational implications of the evaluation information available to them. For this initial meeting, you will have compiled instructionally relevant diagnostic, observational, and anecdotal data collected during the diagnostic process along with any additional information considered by the ARD committee in making their eligibility and placement decisions. Your major responsibility in discussing the educational implications of these data is (1) to translate the diagnostic data into teacher usable information from which instructional implications can be derived, and (2) to elicit instructionally relevant and pupil related information from the other members of the EBAS team.

(b) The team identifies instructional strategies most appropriate to the student's needs. You will share diagnostic and observational information about the student from which effective instructional strategies can be determined. The regular and support teachers contribute additional information concerning the learner's characteristics which is applicable to the team's decisions on instructional strategies.

(c) The team will jointly identify year long educational directions most appropriate to the student's needs.

(d) The team states instructional goals covering a three-month instructional period. These will not represent the student's total program, for generally the team will decide to state goals primarily in the student's major problem area(s). Each instructional goal should represent approximately two weeks of instruction. If both the regular and support teachers plan to use EBAS, then two different sets of instructional goals are possible. The preceding information (steps a through d) is recorded on the Educational Program form.

(e) The team must select or develop the objective cluster most relevant to the instructional goal. Your role is to collaborate with the other members of the team in identifying the first instructional goal and set of objectives to be undertaken with the pupil. This information is recorded on the Teacher's Instructional Plan form.

At the completion of this first EBAS team meeting, the program is operational. The Educational Program Plan has been completed and the first TIP form has been developed. Each member of the EBAS team should have her own copy of these forms. Except for occasional consultation, you will not meet with the teachers until the Re-Evaluation Conference scheduled for the 12th week. During the interim, however, the teacher(s) will continue to use the TIP forms and adhere to the following schedule:

2. Instructional Period I (lasting 2 weeks). The two-week period following the initial team conference begins the operational phase of EBAS defined by the first use of the Teacher's Instructional Plan with the student. Following two weeks of instruction, the regular and support teachers meet to review the student's performance and jointly select subsequent instructional goals and objectives. This performance check based upon formative instructional assessment is followed by a second instructional period lasting four weeks.
3. Instructional Period II (lasting 4 weeks). Between the second and sixth weeks, the teachers continue to carry out their instructional plans for the student either independently or in conjunction with one another. During this period the Teacher's Instructional Plans will be exchanged between EBAS team members and continue to accumulate instructional and evaluative data. In addition to the exchange of TIP forms the teachers may meet informally during this period as needs are recognized. At the end of this second instructional period (6 weeks after the EBAS team conference), the two teachers again meet in person for a performance check and make instructional decisions for the third instructional period.
4. Instructional Period III (lasting 4 weeks). Between the sixth and tenth weeks the teachers continue the cycle of teaching, evaluating, restating objectives and

exchanging copies of TIP forms. The performance conference during the tenth week of instruction involves only the teachers. This conference differs from the preceding two in that it has dual focus. The teachers again review the student's performance through discussion of the Teacher's Instructional Plans that have been implemented. In addition, this conference focuses on preparing for the full EBAS team re-evaluation conference to be held the 12th week. The teachers identify objectives to be assessed prior to the re-evaluation conference. Following this conference there is a two-week instructional period which includes the evaluation of pupil performance on selected objectives.

During the preceding three instructional periods, you will have met with the teachers only upon request. Your role during the three instructional period is primarily as a consultant to the teachers in the use of EBAS. Feedback is continually forwarded to you concerning the student's instruction through the use of carbon copies of the objective clusters.

5. Re-Evaluation Conference (after 12 weeks). The full EBAS team, i.e., regular teacher, support teacher, and diagnostician, meet for the Re-Evaluation Conference after the 12th week of instruction. This meeting is chaired by you. The focus of the meeting centers on (1) summarizing the student's progress, (2) reviewing his instructional program and setting instructional goals for the subsequent three months, and (3) re-evaluating this placement. The information from the Teacher's Instructional Plan forms is summarized on the Summary Evaluation Report. The completion of this form enables the team to make relevant decisions concerning the student's instruction and the necessity for referral of the student back to the ARD committee.

Two options are available at this point for the initiation of the subsequent three month cycle. The results of the summary evaluation determine the specific option appropriate for each student.

OPTION 1: Recycle. Repeat the preceding three-month cycle with the continused use of the Teacher's Instructional Plan and the teachers meeting for periodic performance checks. This recycling option occurs when the student is not referred to the ARD committee for a possible change in placement. The re-evaluation conference thus becomes the subsequent three-months of instruction.

OPTION 2: Refer to ARD Committee. Then recycle. If a possible change in placement is indicated, the student is referred back to the ARD committee with the summary data providing one source of assessment information to be considered. Should the student's placement change, the EBAS procedures remain the same as outlined in the preceding stages, but the team members may differ.

Following the Re-Evaluation Conference, the Summary Evaluation Report form is forwarded to the ARD committee with additional recommendations regarding the student's placement.

The final Re-Evaluation Conference occuring in the spring should focus on continued eligibility, placement decisions, and instructional programming for the next year. This spring planning is essential to insure continuity in the student's instructional program.

Individual school policies may influence how the EBAS team functions. The number of students served, the interaction of the team members, work demands, and scheduling, all effect the EBAS team functioning.

Summary

The diagnostician, regular teacher and support teacher comprise the EBAS team. The following chart summarizes the team functions performed and your role relative to this team.

Figure 4

EBAS TEAM ROLE	DIAGNOSTICIAN'S ROLE
1. Initial EBAS planning conference. a. Discussing the educational implications of the available information. b. Considering basic instructional strategies. c. Stating year long program directions and instructional goals covering a three-month period. d. Identifying the first objective cluster.	1. Initial EBAS planning conference. a. Providing instructionally relevant diagnostic observational and anecdotal data, and any additional information considered important by the ARD committee in making eligibility and placement decisions. b. Translating diagnostic data into teacher usable information. c. Identifying potentially effective instructional strategies with the teachers. d. Identifying the yearly program directions and instructional goals covering a three-month period with the teachers. e. Providing copies of the Educational Program Plan form. f. Identifying with the teachers the first instructional goals and set of objectives to be undertaken as well as completing the TIP form. g. Retaining and filing copies of the completed Educational Program Plan and the Teacher's Instructional Plan.
2. Instructional Periods.	2. Instructional Periods a. Consulting with teachers in the use of EBAS. b. Receiving carbon copies of the objective clusters being used.

EBAS TEAM ROLE (cont.)	DIAGNOSTICIAN'S ROLE (cont.)
3. Teacher Performance Checks. (After the second, sixth, and tenth week of instruction).	3. Teacher Performance Checks. Meeting with teachers only upon request.
4. Re-Evaluation Conference. a. Reviewing the student's performance and progress. b. Re-evaluating the student's placement. c. Reviewing the student's instructional program. d. Setting instructional goals for the subsequent three-month period.	4. Re-Evaluation Conference. a. Chairing the re-evaluation conference. b. Providing the Summary Evaluation Report and Referral for Re-Evaluation forms. c. Determining in collaboration with the teachers whether to refer the student back to the ARD committee for possible change in placement.
	5. Coordination Activities. a. Coordinating and serving as the liaison with the ARD committee. b. Maintaining records for the EBAS team and the ARD committee, e.g., copies of the Educational Program Plan, Objective Clusters from the Teacher's Instructional Plan, and Summary Evaluation Report.

THE DIAGNOSTICIAN'S ROLE AS FACILITATOR OF THE EBAS TEAM

4.3. What is the diagnostician's role in facilitating the functioning of the EBAS team?

The responsibility for facilitating the functioning of the EBAS team is shared by each EBAS team member. Due to the nature of your responsibilities to the district beyond your role in using EBAS, you will bring skills to the team which can greatly increase its effectiveness in planning and implementing the learner's instructional program. The various components of your role, including coordination of EBAS team activities, ARD committee liaison, translation of appraisal data into instructionally relevant information, provision of leadership in developing educational plans, and consultation with teachers in the use of EBAS, imply effective communication skills and knowledge of interpersonal dynamics. Thus, it is important that your effort facilitate open communication and positive interpersonal dynamics among EBAS team members.

Contributions of individual EBAS team members.

Each member of the EBAS team makes a significant contribution to the total functioning of the team. In your efforts to enhance team functioning, you should be aware of the types of input and resources each member contributes to the team. A description of both the potential input of each team member and the resources available to each team member follows.

Input available from the diagnostician:

a. The diagnostician brings to EBAS team meetings the descriptive information on specific assessment instruments used in the diagnostic process.

b. Most diagnostic tests are divided into subtests which may have extensive educational implications. Unfortunately these subtests are often couched in terms unfamiliar to many teachers. The diagnostician should be able to interpret the meaning of subtest scores for teachers and discuss their educational significance.

c. The diagnostician will be able to report the behavior of the child during the testing situation and discuss whether or not she felt that this behavior interfered with the child's test performance. She will also be able to elicit similar information from the teachers indicating whether this behavior is exhibited in the classroom.

Input available from the regular and support teachers include:

a. Since the regular teacher has probably had the handicapped child in her class (prior to the ARD committee consideration), she has knowledge concerning his performance and response to various strategies of instruction.

b. Once the educational significance of a test and a particular score on that test have been explained, the regular teacher should be able to discuss possible instructional approaches for the child.
c. Once the correlate tests and their scores have been explained, the support teacher should be able to suggest particular remedial techniques and materials to be used with the child.
d. Especially for progress and summary conferences, the teachers should be able to describe the child's performance and progress as a function of the EBAS team planning.
e. Both the regular and support teachers have additional supportive personnel and resources available to them. Such resources may include curriculum consultants, special education coordinators, Regional Service Centers and Instructional Materials Centers.

Cooperative Planning

Cooperative planning is essential for the success of the EBAS team effort. You can facilitate cooperation by considering the following suggestions:

a. The beginning point for cooperative planning starts when a particular EBAS team is formed. You should clearly identify the roles and responsibilities for each member of the team as they are outlined in the preceding section.
b. Once the responsibilities are identified and the EBAS team is operative, you must ensure that each member has the opportunity to express that which she is uniquely able to contribute at team meetings.
c. One of your responsibilities on the EBAS team is to insure that copies of all relevant reports and communications (letters, memos, etc.) are distributed to each team member.
d. Remember that all planning decisions are team decisions.

Establishment and maintenance of open communication among team members.

a. Each member of the team is a professional educator and has something unique to contribute to the EBAS team. It is important that each member be accorded respect and that her contribution be appreciated.

b. One method of treating team members as professionals is to avoid "talking down" to them.

c. Another method of maintaining open communication is to avoid an authoritarian attitude. When assigning a task to a team member, it is preferable to phase the assignment in terms of a request rather than as a command.

d. Open communication is also facilitated by encouraging and providing an opportunity for other team members to express their opinions and views.

e. The improper management of dissent or differing points of view can often stifle communication. If dissenting views arise from another member of the team be sure that they are given an adequate hearing. It is desirable to allow for the full presentation of viewpoints.

Effective planning and summary conferences.

a. Effective planning for conferences begins with scheduling. To ensure that members have a sufficient amount of time to prepare, it is wise to schedule the meeting well in advance.

b. Meetings should be arranged so that they are convenient for all team members. Remember that teachers work under rather rigid time constraints and it may often be impossible for them to meet during the school day. Thus, some meetings may have to be held after school hours.

c. EBAS team meetings will require careful consideration and a fair amount of time. You should schedule adequate time to insure that meetings are not rushed. Decision-making during conferences is seriously hampered when participants operate under time pressures.

d. Effective conferences are facilitated when an agenda is specified in advance. Writing out the tasks to be accomplished prior to the conference tends to insure efficient proceedings.

e. Schedule the meeting in a room that is as free from distraction as possible. A classroom where children are making demands on the teacher, or an office where a telephone is making demands on you, are not conductive to an effective conference.

f. Once the meeting is under way, it is advisable to remain task oriented. Extraneous topics of conversation tend to interfere with effective and efficient conferences and tend to delay completion of the task.

Summary

Due to the nature of your responsibilities to the district beyond using EBAS, the communication skills and knowledge of interpersonal dynamics that you bring to the EBAS team can greatly increase its effectiveness in planning and implementing the learner's instructional program. Specific factors include an awareness of the potential input of each member and the resources available to each team member, encouragement of cooperative planning and team decisions, establishment and maintenance of open communication among team members, and consideration of techniques designed to facilitate effective and efficient conferences.

5.0 Diagnostic Information Worksheet

5. To assist the diagnostician in utilizing the DIAGNOSTIC INFORMATION WORKSHEET.

Diversity exists in the types of diagnostic information obtained during the appraisal process and in the format used to record such data. No single format is entirely suitable without revision or modification from one setting to another. While the Educational Based Appraisal System has not been designed to dictate specific diagnostic procedures, it does require some degree of consistency in data recording format in order to facilitate the formulation of educational plans. Thus, the Diagnostic Information Worksheet has been designed as a component of the Diagnostician's Package and serves as a resource in making decisions on what to include in your assessment. It also provides a systematic format for recording your findings. The form is completed using notes and protocols and thus takes the place of writing formal diagnostic work-ups.

A sample Diagnostic Information Worksheet form is provided at the beginning of this chapter. It is suggested that you look over it briefly to gain an overall concept of the form prior to continuing. The remainder of the chapter relates specifically to this form. You will probably find it helpful to occasionally refer back to this sample form as you proceed through the chapter to view each section relative to the total form.

A SYSTEMATIC FORMAT FOR RECORDING DIAGNOSTIC DATA

5.1. What are the advantages derived from a systematic format for recording diagnostic information such as that provided by the DIAGNOSTIC INFORMATION WORKSHEET?

In order for diagnostic information to be of value, it must not only be valid but also recorded in a usable format. This necessitates advance planning and the employment of standardized procedures. Unless consideration is given to the process involved in recording diagnostic information, the risks are high that essential information will be overlooked, trivial information will be recorded, and the organization of the information will result in less than optimal usage.

Systematic recording of diagnostic information offers the following advantages to you as a diagnostician:

1. Provides you with feedback concerning the adequacy and comprehensiveness of the appraisal process. Three questions should be answered:
   a) Does the diagnostic information obtained answer the specific questions raised by the referral?
   b) Is the information collected instructionally relevant, i.e., will it assist in the planning of an instructional program responsive to the learner's needs?

c) Are both inter–and intra-assessment included (See Chapter 2)? Are both quantitative and qualitative descriptions of the learner included?

2. Facilitates your interpretation of test scores, Systematic arrangement of the various numerical scores allows inter–and intra-test comparisons to be made. Areas of strength as well as weaknesses can be made apparent in the recording process. These strengths and weaknesses can then be considered when determining instructional needs.

3. Facilitates your interpretation of evaluative data into an educational framework. Appraisal results must be translated into instructional goals and strategies. Data presented in a systematic format facilitates making recommendations, specifying instructional goals, and determining instructional strategies.

4. Facilitates your writing psychoeducational reports which are relevant to supportive and instructional personnel. The type and the amount of diagnostic information required by various personnel concerned with the pupil varies. The ARD committee primarily requires an overall estimate of ability and performance level for purposes of determining eligibility and placement. The teacher requires a profile of academic abilities and more specific behavioral information for instructional programming. Information for both is gathered during the appraisal process. A systematic record of all available appraisal data provides a base for the dissemination of reports appropriate to the particular recipient.

5. Facilitates effective communication of basic appraisal results. Evaluative information should be organized and stated in a manner which is readily understood by all who have access to it. Assessment data recorded in an idiosyncratic fashion will not be used by all the individuals who may benefit from it.

6. Provides you with a vehicle for future assessment and retrieval of information. A major advantage of systematic recording procedures is that they provide for the accumulation of information. A review of the

> student's record form eliminates unnecessary retesting and provides needed diagnostic information. Accumulating a systematic record makes possible the periodic determination of pupil progress over varying time intervals.

The Diagnostic Information Worksheet has been designed to provide you with a format for the systematic recording of diagnostic findings. A detailed description of the form is contained in the next section of this chapter.

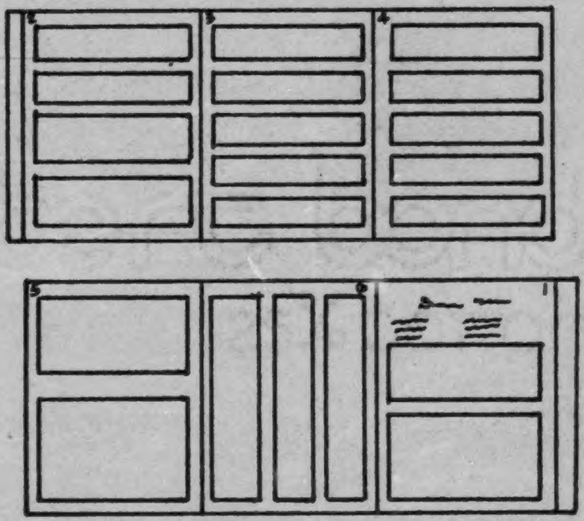
DESCRIPTION OF THE DIAGNOSTIC INFORMATION WORKSHEET

5.2. What areas comprise the DIAGNOSTIC INFORMATION WORKSHEET?

The Diagnostic Information Worksheet is the first EBAS form you will complete. It is completed during the prerequisite steps for implementing the system as you gather assessment information for presentation to the ARD committee.

A thorough understanding of the form's layout is essential prior to its initial use. The remainder of this section will present a detailed description of the form.

The Diagnostic Information Worksheet form is a three-section foldout file which contains six working surfaces.



Side 1 - identification data, referral and background information
Side 2 - intelligence test results
Side 3 - achievement and diagnostic test results
Side 4 - correlate area test results
Side 5 - informal assessment results and observational information
Side 6 - assessment profile, conclusions and recommendations

It is suggested that you locate and briefly skim each of the above sides on the sample form provided at the beginning of this chapter prior to continuing. You may wish to continue referring to this form as you go through the remainder of this section. Illustrations of specific parts of the form are interspersed throughout the narrative.

Side 1

Side 1 is the area in which you specify student identification data and relevant referral and background information. Begin with the blocked off tab on the extreme right of the closed folder. The upper section of the tab is for recording the student's case number, name, sex, birthdate, and chronological age. The lower section of the tab is the area in which identification data concerning the student's parents is entered.

Case # __________ Name ____________________ Sex ____ BD ______ CA ______

Parents or Guardian ______________ Address _______________ Phone ___________

The area in the center of side 1 is provided for the recording of relevant referral and background information.

First there is an area for indicating whether the current evaluation is an initial evaluation or re-evaluation and date.

Initial Evaluation ☐ Date: ____/____/____

Re-Evaluation ☐ Date: ____/____/____

Re-Evaluation ☐ Date: ____/____/____

The area directly below the evaluation date is for recording relevant referral information. Provision is made for recording referral date, the student's school and grade, and the referral source. The major portion of this area is assigned to specifying the reason for referral.

Referral Date ____________ School __________________ Grade ______________

Referred by ____

Reason for Referral ____

____

____

____

____

The area comprising the lower half of side 1 is for recording background information including family and developmental history and the results of previous testing.

Background Information:

Previous Testing:

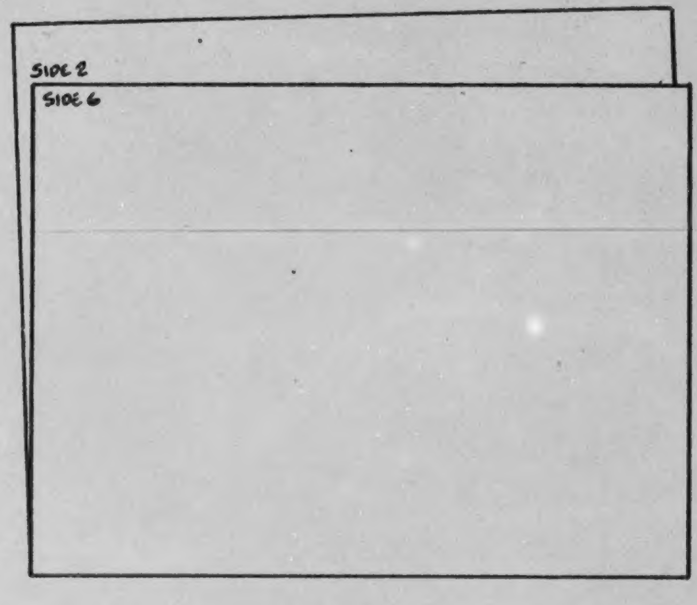
Summary

Side 1 of the Diagnostic Information Worksheet includes areas for recording the following data:

case number
student's name, sex, birthdate and age
parents or guardians' name, address and phone
status of evaluation, i.e., initial or re-evaluation
date of evaluation
referral date
referring school
student's grade
referral source
reason for referral
background information
previous testing

Side 2

A unique feature of side 2 is the duplication of the tab containing identification data which appeared on Side 1. This tab, located on the extreme left of the open folder, has been reproduced here to provide identification data for the summary information on side 6. When the form is closed, side 6 lines up adjacent to the tab on side 2.



Side 6

ASSESSMENT PROFILE

Overall Intellectual Functioning	Below Average	Average	Above Average	Screening	Vision Hearing	Deficit Deficit	Corrected Corrected	Normal Normal

	Weak				Strong	Level	
Academic Areas Assessed	1	2	3	4	5	Grade	Age
Reading							
Word Recognition							
Oral Comprehension							
Silent Comprehension							
Listening Comprehension							
Arithmetic							
Arithmetic Computation							
Arithmetic Reasoning							
Spelling							

	Weak				Strong	Level	
Correlate Area Assessed	1	2	3	4	5	Grade	Age
Auditory Perception							
Visual Perception							
Gross Motor Coordination							
Fine Motor Comprehension							
Oral Language Comprehension							
Oral Language Expression							
Written Language Expression							
Speech (Articulation)							
Social Emotional							

Appropriate Behavior	Inadequate Behaviors

Conclusions

Recommendations

☐ Further referral to ______________________ ☐

☐ Eligible for special education services______________________ ☐ Re-evaluation

☐ Not eligible for special education services ______________________ ☐ Other

Educational Diagnostician ______________________ Date ______________

ARD Committee Staffing Date __________ Decision ______________ Report Attached

The central area of side 2 is the place in which you record the results of group and individual intelligence testing.

The box at the top center of this area is for recording the results of group intelligence tests if available. The shaded area located in the upper left corner of the box is for recording the date of testing. Directly to the right of this box is an area for recording the name of the test. Located directly below this area, space is provided for recording the actual test scores. The space below the test results section is for indicating your interpretations of the student's test performance.

To the right of this test information box is an area for you to record observations concerning the student's behavior during testing, comment on testing conditions, and refer to specific test items.

Date	Test Name	Comments:
Results:		
Interpretation:		

The remaining areas on side 2 follow this same format.

Located in the center of this page is the area for recording the results of individual intelligence tests which may be used in individual assessment.

The upper box is for recording the results of the Slosson Intelligence Test (if administered). Space is provided for chronological age, mental age, intelligence quotient, percentile, and standard deviation. Your interpretations of the student's performance are recorded in the area below the test results. An area to the right of the test result information box is provided for recording your comments concerning the student's behavior.

Date

Slosson Intelligence Test

Comments:

Results:

CA_____ MA_____ IQ_____ Percentile_____ SD_____

Interpretation:

Located directly below the box for recording test information from the Slosson Intelligence Test is a box for recording results derived from the Wechsler Intelligence Scale for Children (if administered). The same format is provided with one exception. Individual subtests have been identified and lines are provided for you to record subtest scaled scores.

Date

Wechsler Intelligence Scale for Children

Comments:

Verbal IQ_____ Performance IQ_____ Full Scale IQ_____

SD_____

Scaled Scores

Information	_____	Picture Completion	_____
Comprehension	_____	Picture Arrangement	_____
Arithmetic	_____	Block Design	_____
Similarities	_____	Object Assembly	_____
Vocabulary	_____	Coding	_____
(Digit Span)	_____	(Mazes)	_____

Interpretation:

The final area at the bottom of side 2 is for recording the results of another intelligence tests you may administer. The space in the upper left of this box is for date of testing and the space directly to the right of the date is for the name of the test. Test results are recorded directly below the test name and space is provided for your interpretation of test results and comments.

<table>
<tr><td>Date</td><td>Test Name</td><td rowspan="4">Comments:</td></tr>
<tr><td colspan="2">Results:</td></tr>
<tr><td colspan="2">Interpretation:</td></tr>
</table>

Summary

Side two of the Diagnostic Information Worksheet includes areas for recording the following data:

- pupil identification data
- group intelligence test results
- individual intelligence test results including the Slosson Intelligence Test and the Wechsler - Intelligence Scale for Children
- interpretations of test performance
- comments concerning the testing session and the student's testing behavior

Side 3

Side 3 is the area for recording the results of achievement and diagnostic testing.

The format used for recording information on this page is the same as on side 2. Information for each test is recorded in a separate box. The date of testing is recorded in the shaded area located in the upper left corner. Directly to the right of this box, the name of the test is recorded. Test results are recorded in the area located below the test name. The area directly below the test results provides space for recording your interpretations. To the right is space for you to record your comments.

The box at the top of page 3 is for recording the results of group achievement tests (if available).

Date	Test Name	Comments:
Results:		
Interpretation:		

The results of the Wide Range Achievement Test (WRAT) are recorded in the box located directly below the area for group test results. Provision has been made for recording grade, standard score, and percentile norms.

Date	Wide Range Achievement Test		Comments:
Results:	Grade	Standard Score	Percentile
Reading (Word Pronunciation)	_____	_____	_____
Spelling	_____	_____	_____
Arithmetic	_____	_____	_____
Interpretation:			

The box located below the area for recording the results of the WRAT is for recording the results of the Peabody Individual Achievement Test (PIAT) (if administered.)

Date

Peabody Individual Achievement Test

Comments:

Results:	Grade	Standard Score	Percentile
Mathematics	____	____	____
Reading Recognition	____	____	____
Reading Comprehension	____	____	____
Spelling	____	____	____
General Information	____	____	____
Total Test	____	____	____

Interpretation:

The area at the bottom of page 3 is for recording the results of diagnostic tests. Space has been provided for recording the results of two tests. Specific tests have not been designated in this section as the tests you may wish to administer will vary depending upon your impressions of the student's needs.

Diagnostic Testing

Date

Test Name

Comments:

Results:

Interpretation:

Date

Test Name

Comments:

Results:

Interpretation:

Side 4

Side 4 is the area for recording results from testing in correlate areas. Side 4 is a continuation of the format used on the preceding two sides. When tests of language, visual perception, auditory perception, motor skills, and behavior ratings are administered, the results are recorded on this section of the form. Space is provided for recording the results of five tests.

Correlate Testing
(Visual Perception, Auditory Perception, Language, Motor Skills, Behavior Ratings)

Date	Test Name	Comments:
Results:		
Interpretation:		

Date	Test Name	Comments:
Results:		
Interpretation:		

Date	Test Name	Comments:
Results:		
Interpretation:		

Date	Test Name	Comments:
Results:		
Interpretation:		

Date	Test Name	Comments:
Results:		
Interpretation:		

Summary

Sides 3 and 4 of the Diagnostic Information Worksheet include areas for recording the following:

- achievement test data
- diagnostic test data
- correlate area(s) test data
- test interpretations
- the student's testing behavior
- comments relative to the testing session or specific test items

Side 5

Informal assessment and results concerning structured observation results are recorded on side 5.

The area located at the top of side five is for recording descriptions of informal work or assessment you or the teacher may have conducted. In the column to the left of this box, the date the work or assessment took place is recorded. Space is provided for recording specific procedures, errors the student made, and general observations.

Date	Description of Procedures and Results

Information from observations of the student's behavior in the testing session and/or other settings is recorded in the lower half of side 5.

The top portion of this area is for identifying the setting(s) in which the observations occurred.

Located directly below is a larger area for recording actual observation data. The date and location of the observation, a description of the behavior, and its frequency of occurrence are recorded in this section. A column has been provided at the extreme right for you to indicate if the behavior was appropriate or inappropriate.

Date	Location	Description of Behavior	Frequency	Duration	Type of Behavior
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐

Summary

Side 5 is used for recording the following data:

(1) results of informal assessment procedures

(2) description and results of observations of the student in various settings

Side 6

To gain a complete view of the information contained on side 6, it is suggested that the folder be completely folded with the extreme left edge of side 6 adjacent to the tab located on side 2. When viewed in this manner, identification data is readily available as you view summary information and recommendations.

The sixth side of the Diagnostic Information Worksheet is provided for summary information and recommendations to the ARD committee. The upper half of side 6 is a testing profile summarizing the diagnostic information obtained.

The left side is for recording the student's overall academic ability. The results of vision and hearing screening are recorded to the extreme right section of this top area. SEE FIGURE 5 on following page.

The center area of the profile is comprised of two grids on which ratings of the student's performance levels are plotted. Ratings of the student's performance levels in the academic areas assessed are plotted on the grid located on the left side of this area. The column directly to the right of the grid is for reporting the grade or age score obtained for each area assessed. A similar grid and grade/age level column has been reproduced on the right side of this area for plotting and recording the results of testing in the correlate areas assessed. SEE FIGURE 6 on following page.

Overall Intellectual Functioning	Below Average	Average	Above Average	Screening	Vision Hearing	Deficit Deficit	Corrected Corrected	Normal Normal

FIGURE 5

Academic Areas Assessed	Weak				Strong	Level		Correlate Areas Assessed	Weak				Strong	Level	
	1	2	3	4	5	Grade	Age		1	2	3	4	5	Grade	Age
Reading								Auditory Perception							
Work Recognition								Visual Perception							
Oral Comprehension								Gross Motor Coordination							
Silent Comprehension								Fine Motor Coordination							
Listening Comprehension								Oral Language Comprehension							
Arithmetic								Oral Language Expression							
Arithmetic Computation								Written Language Expression							
Arithmetic Reasoning								Speech Articulation							
Spelling								Social-Emotional							

FIGURE 6

The lower area of the assessment profile is for recording information derived from your observations of the student's behavior. The area to the extreme left is for recording where the observations took place. Located to the right of this area is space for you to record actual appropriate behaviors observed and a grid for plotting the frequency of occurrence for each behavior.

Similar space and a grid for recording inappropriate behaviors comprise the right portion of this area.

Appropriate Behaviors	Inappropriate Behaviors

The center area of side 6 is for recording your conclusions and for specifying a recommendation concerning eligibility to the ARD committee.

Conclusions:

Recommendation:

☐ Further referral to: ________________

☐ Eligible for special education service ___

☐ Not eligible for special education services

☐ Special consideration

☐ Re-Evaluation (date) ____

☐ Other ____________

Located directly below the conclusions and recommendation area is space for your signature and the date.

Educational Diagnostician ______________________ Date ___/___/___

The final area on side 6, located below the double lines, is for recording the ARD committee staffing date and their decision.

ARD Committee Staffing Date __/__/____ Decision______________
Report Attached

The preceding description of the Diagnostic Information Worksheet has been provided to give you an overview of the complete form with a detailed description of each section. Specific Suggestions and directions for completion of the form are in the next six sections of this chapter.

RECORDING REFERRAL AND BACKGROUND INFORMATION

5.3. What types of referral and background information are recorded on Side 1 of the worksheet?

The referral and background information recorded on side 1 of the Diagnostic Information Worksheet assists you in determining what to include in your assessment. Once the assessment has been conducted and the information recorded on the remaining pages of the form, this side serves as a preface for the remaining content and provides a resource for validating your assessment findings.

The initial information requested on side 1 is whether this is an initial evalustion or a re-evaluation. This information is generally available to you on the referral form you have received from the teacher or screening committee. Record this information on the form as follows:

If this is the child's initial evaluation, place a check (✓) in the box to the right of Initial Evaluation and record the current evaluation date.

EXAMPLE 5.3.A.

☑ Initial Evaluation	Date: October 7, 1975
☐ Re-Evaluation	Date:
☐ Re-Evaluation	Date:

If this is the first re-evaluation for the child, record the date of the initial evaluation on the line to the right of initial evaluation. Now place a check (✓) in the box to the right of Re-Evaluation and record the current evaluation date.

EXAMPLE 5.3.B.

☐ Initial Evaluation Date: January 6, 1974
☑ Re-Evaluation Date: November 12, 1975
☐ Re-Evaluation Date:

Should this be the child's second re-evaluation, record the dates of the two previous evaluations on the appropriate lines. Then place a check (✓) in the box to the right of the second Re-Evaluation and record the current evaluation date.

EXAMPLE 5.3.C.

☐ Initial Evaluation Date: May 8, 1972
☐ Re-Evaluation Date: October 16, 1974
☑ Re-Evaluation Date: April 20, 1975

Such information provides you with clues for locating the information needed to complete the remaining areas of side 1. Should this be the child's initial evaluation, your district's referral form, the student's cumulative folder, and the referring teacher become resources for gathering needed information. These same resources are available for re-evaluations. However, additional resources available to you for re-evaluation include previous referrals, testing data, diagnostic reports, summary reports of previous ARD committee decisions and recommendations, and the student's educational plans.

Specific information recorded in the center section of side 1, referral information provides you a resource for determining what questions are to be answered by your assessment procedures. A description of the problems which prompted referral will provide you with a clearer understanding of the reasons for evaluation. For example, the statement "Jimmy does not pay attention in class" provides you with more information than the statement "Jimmy is a behavior problem." This type of referral information may need to be obtained through personal or phone contact rather than through the usual written communication channels.

The problems which prompted referral are stated as specific behaviors on side 1 of the worksheet under Reason for Referral.

EXAMPLE 5.3.D.

Reason for Referral: consideration for special education services; Jimmy cannot master the school assignments and has difficulty paying attention in class.

Information stated in this manner should lead you to ask such specific questions as, What specific instructional needs does the child have? Is the child eligible for special education services? If so, for what type of services? Your evaluation procedures will attempt to provide answers to these questions.

Suggested information which may represent relevant background data can be identified relative to three categories: physical status, family background, and educational history.

Physical status: description of the child's current health status and any relevant health conditions; results of vision and hearing screening.

Family Background: number and age of siblings, the primary language spoken in the home, relevant family dynamics, and home environmental situations.

Educational History: previous and current attendance, prior school adjustment, number of schools attended, current and previous instructional settings (e.g., open classroom, team teaching), type of previous and/or current special education services, description of the child's classroom behavior, and teacher comments.

Background information from the above sources which is relevant for the particular child and his difficulties is recorded in narrative form on the Background Information section of the worksheet.

Previous test data recorded in the final area of side 1 is particularly important in determining the nature and degree of your current assessment procedures. Unnecessary retesting can be eliminated or alternate forms of tests can be selected for subsequent assessments. In recording the results of previous testing on the worksheet, the information is summarized in one or two brief statements. This allows a quick review of previous test data relative to the child's current status. Reference can be made to previous reports if more extensive information is needed.

EXAMPLE 5.3.E.
Test Results from Cumulative Record.

Test Name	Date	Age	Performance	
Metropolitan Readiness	Sept., 1974	5-6	95th percentile	
Frostig	July 9, 1975	6-4	Eye-Motor	8
			Fig. Grd.	8
			Form Constancy	13
			Position in Space	7
			Spatial Relationships	7
Scott Foresman Inventory Survey	Sept. 24, 1975	6-6	98th percentile	
Peabody Picture Vocabulary Test	Sept. 24, 1975	6-6	MA 7-1 I.Q. 111	

Previous Testing:

Previous testing revealed overall average ability and mastery of the prerequisite skills to perform academic tasks. Specific scores may be obtained from the child's cumulative folder.

Summary

The referral and background information recorded on side 1 of the Diagnostic Information Worksheet provides direction for determining what to include in your assessment as well as relevant introductory information for your evaluation report.

The steps for recording information on side 1 of the worksheet follow:

1. Record identification data on the tab.
2. Indicate evaluation status, initial or re-evaluation, by placing a check (✓) in the appropriate box and record the current date of testing.
3. If this evaluation is a re-evaluation, record the date of the child's initial evaluation and previous re-evaluation(s).
4. Record relevant referral information, stating the reasons for referral in specific behavioral descriptions.

5. Record background information in narrative form.
6. Summarize the results of previous testing in one to two statements with reference to previous reports for additional information.

****

EXERCISE 5.3. Recording Referral and Background Information on the Diagnostic Information Worksheet.

The following page duplicates a copy of side 1 of the Diagnostic Information Worksheet.

Directions: Record the referral information noted below for student Carl Smith on the blank form. Upon completion of the form, return to this page to check your responses and determine if. . .

1. current evaluation status is correctly recorded
2. the reason for referral is stated as specific behaviors
3. all relevant background information has been included
4. previous test results have been summarized in one to two statements

A sample response for this exercise is provided on page 74.

UPON COMPLETION OF THIS EXERCISE, FILE YOUR COMPLETED SIDE 1 IN SECTION 5.9. FOLLOWING THE INTRODUCTORY COMMENTS.

Model Independent School District
REFERRAL FORM FOR INITIAL EVALUATION

Name of Student: Carl Smith Birthdate: January 16, 1963
Name of Parents: Mr. & Mrs. Robert Smith Grade: 7th
Address of Parents: 2401 Broadway, Princeton Phone: 328-6226
Siblings: none
Language Spoken in the Home: English
Date of Referral: October 20, 1975 School: Princeton Jr. High
The child (is receiving)
(has received)
(has never received)
special services
Teachers: Home Room: Mrs. Howard
Language Arts: Mr. Kaufmann
Math: Miss Chandler
Reason for Referral: to determine factors in Carl's reading failure
Previous Testing:

General Achievement Tests

TEST	FORM	YEAR	DATE	RESULTS
Metropolitan Readiness	A	'68	5/2	Letter rating A Rank-94th percentile
Metropolitan Primary	A	'69	4/30	Grade Equiv. 1.8 Rank-40th percentile
California Low Ach. Primary		'70	5/6	1.8
Stanford Achievement Primary	X	'71	5/12	3.4 Rank-36th percentile
Psychological Tests	7th ed.	'69	5/7	126
Lorge Thorndike Level 3	A	'71	7/1	Non-verbal 100 Verbal 91 Total 95.5

Vision and Hearing Screening: January 13, 1975
Vision - corrected with glasses
Hearing - normal

Teacher Comments:

Carl enjoys school, is willing to try things that may be hard for him to do, is curious, interested and willing to explore, but at the same time gives up easily and falters at difficulty. Reading directions or other participation in class that requires reading cause him to falter. She said he cannot do reading. He can sometimes do arithmetic if it is not a reading problem.

Carl makes friends quickly and easily. He is highly competitive. Some of his annoying behaviors are: wanting things to go his way on the playground and wanting to be first in line and first in completing assignments (with no regard for accuracy). When criticized, he tries to defend himself and his behaviors by finding a scapegoat for his actions.

During parent conferences, the parents indicated that reading seems to cause the greatest amount of tension in the home, as they are very concerned and try to help him. Many times it seemed that the parents realized they were causing pressure, but Mr. Smith said he thought it was necessary. The impression is that the parents feel they must pressure Carl if he is to improve his reading.

Principal ____________________ Teacher ____________________

Testing Date November 24, 1975

****

After reviewing the information recorded on side 1 of the Diagnostic Information Worksheet, you will be making decisions regarding what to include in your assessment. Resources to assist you in this decision may be found in Appendix A - Test Inventory and Appendix B - Informal Assessment of this manual.

Procedures for recording your assessment findings on the Diagnostic Information Worksheet are described in the next section (5.4.) of this chapter.

RECORDING THE RESULTS OF STANDARDIZED ASSESSMENT PROCEDURES

5.4. How are the results of standardized assessment procedures to be recorded on sides 2, 3, and 4 of the Diagnostic Information Worksheet?

The Diagnostic Information Worksheet provices a standard format for recording your assessment findings from standardized instruments.

This format, illustrated below, is provided on sides 2, 3, and 4 for recording your results of intelligence, achievement, diagnostic, and correlate testing.

Date	Test Name	Comments:
Results:		
Interpretation:		

In some cases, test titles and specific subtests are specified for your convenience. The Slosson Intelligence Test and Wechsler Intelligence Scale for Children are provided for on side 2 and the Wide Range Achievement Test and the Peabody Individual Achievement Test are provided for on side 3. These tests are often included in assessment batteries.

The actual format for recording test information remains the same for both the pre-specified and blank boxes. The date of testing is recorded in the shaded box on the upper left.

EXAMPLE 5.4.A. November 24, 1975

Directly to the right of this box, the name and form of the test is recorded.

EXAMPLE 5.4.B Developmental Test of Visual - Motor Integration

Test results are recorded in the area directly below the date and name. It may be necessary for you to specify the type of scores recorded.

EXAMPLE 5.4.C.

CA	7-4	
VMI	Raw Score	11
VMI	Age Equivalent	5-11

The next area to be completed is the comments section. The information recorded here may have direct bearing on your interpretations of the test results. Comments concerning behavior exhibited during test performance, unusual response patterns, and responses to specific test items are recorded in this space.

EXAMPLE 5.4.D.

Comments:
Hasty toward the end of the test -- carelessly drew figures and portions of figures previously drawn correctly. Didn't finish some figures.

Instructional implications of both the test results and the observations noted under the comments section are recorded in the space labeled "interpretation."

EXAMPLE 5.4.E.

Interpretation: According to the VMI age equivalents, this child is more than 1½ years below her chronological age. However, it is felt that her errors were more a function of haste than poor visual - motor integration. Her inability to finish tasks is a behavior which could influence classroom performance of visual - motor tasks.

Thus, the complete recording of test results would contain all of these elements.

EXAMPLE 5.4.F.

<table>
<tr><td>November 24, 1975</td><td>Developmental Test of Visual Motor Integration</td><td rowspan="3">Comments:
Hasty toward the end of the test - carelessly drew figures and portions of figures previously drawn correctly. Did not finish some figures.</td></tr>
<tr><td colspan="2">CA 7-4
VMI Raw Score 11
VMI Age Equivalent 5-11</td></tr>
<tr><td colspan="2">Interpretation: According to the VMI age equivalents, this child is more than 1½ years below her chronological age. However, it is felt that her errors were more a function of haste than poor visual-motor integration. Her inability to finish tasks is a behavior which could influence classroom performance of visual-motor tasks.</td></tr>
</table>

EXAMPLE 5.4.G.

Wechsler Intelligence Scale for Children

VIQ 69 PIQ 96 FSIQ 82

Scaled Scores

Information	4	Picture Completion	12
Comprehension	9	Picture Arrangement	9
Arithmetic	6	Block Design	10
Similarities	6	Object Assembly	10
Vocabulary	2	Coding	7

Interpretation: Full scale IQ of 82 falls within the dull normal range with a percentile rank of 12. The 27 point discrepency between Verbal and Performance scores is diagnostically significant.

Comments:

No significant behaviors noted. Accepted all tasks willingly. Responded to verbal praise. Performance higher than verbal.

In some instances the space provided may not be sufficient to accommodate all the significant information available. This would be especially true for such tests as the Key Math and the Illinois Test of Psycholinguistic Abilities which provide profiles of the test scores. It is suggested that you record summary scores and significant information on the Worksheet and attach the profile separately.

Summary

The previously described format and recording procedures are used for entering your findings on sides 2, 3, and 4 of the Diagnostic Information Worksheet.

Spefic steps for recording the results of formal assessment instruments follow:

1. Record the date of testing.
2. Record the name and form of the test administered.
3. Record the test scores or subtest titles and scores.
4. Record relevant comments.
5. Record your interpretations of the test results and the information recorded in the COMMENTS section.

EXERCISE 5.4. Recording the Results of Formal Assessment on Sides 2, 3, and 4 of the Diagnostic Information Worksheet.

The last three pages in this section are blank copies of sides 2,3, and 4 of the Diagnostic Information Worksheet.

Directions: Record the following test information in the appropriate sections on sides 2, 3, and 4. Upon completion of your copies, refer to page 61 to check the accuracy of your placement of information.

UPON COMPLETION OF THIS EXERCISE, FILE YOUR COMPLETED SIDES 2, 3, and 4 IN SECTION 5.9. BEHIND SIDE 1 OF THE WORKSHEET.

Name: Carl Smith

Test Administered and Test Results:

Wechsler Intelligence Scale for Children

Verbal		Performance	
Information	10	Picture Completion	12
Comprehension	11	Picture Arrangement	11
Arithmetic	10	Block Design	10
Similarities	14	Object Assembly	12
Vocabulary	14	Coding	5
Digit Span	9		

VIQ 109 PIQ 110 FS 105 Standard Deviation 15

Peabody Individual Achievement Test

Test Results

Subtest	Raw Score	Grade Equiv.	Percentile Rank
Mathematics	59	9.6	95th
Reading Recognition	33	3.5	22nd
Reading Comprehension	31	3.3	21st
Spelling	39	3.8	26th
General Information	43	5.1	56th

The Beery Developmental Test of Visual Motor Integration

Test Results

VMI Raw Score	15
VMI Age Equivalent	7 - 10
Discrepancy with CA	2- 3

Protocol Comments: Hasty completion of some figures. Monitored some errors. Unable to recognize that his figures were different from the stimulus figures.

Sivaroli Sight Word Test

Test Results

Level	Sight Word Accuracy	Word Attack Accuracy
Pre-primer	100%	100%
Primer	85%	100%
1	75%	90%
2	85%	100%
3	75%	95%
4	65%	75%

NOTE: The Silvaroli Sight Word Test criterion of 75% accuracy indicates the instructional level for sight words.

Protocol Comments: Most of the errors recorded were a result of vowel confusion and lack of phonic skills.

Betts Spelling Inventory (Date of Testing: October 30, 1975)

Test Results

Level	Percent Correct	
2	90	Achievement and Instructional Level
3	60	
4	32	

NOTE: The purpose of the Betts Spelling Inventory is to obtain the achievement and instructional levels of the subject in spelling. The achievement level is the highest level at which he spells correctly 89 - 100% of the words. The instructional level, the level at which the child should be taught spelling, is the highest level at which he spells correctly 74 - 88% of the words.

Protocol Comments: Lack of phonic skills evident and inability to apply syllabication rules.

Illinois Test of Psycholinguistic Abilities (Date of Testing: October 30, 1975)

Test Results

CA: 10 - 1 PLQ 90 (IQ Rquivalent) PLA 9 - 1

Pupil's Mean Scaled Score 35

Subtest Scaled Scores

Auditory Reception	38	Grammic Closure	34
Visual Reception	32	Visual Closure	25
Auditory Association	40	Auditory Sequential Memory	45
Visual Association	27	Visual Sequential Memory	25
Verbal Expression	42	Auditory Closure	36
Manual Expression	22	Sound Blending	34

Devereux Elementary School Behavior Rating Scale

Date of Rating: November 5, 1975

Completed by: Mrs. Howard, Homeroom Teacher

Test Results

Behavior Factor	Raw Score	Standard Score
1. Classroom Disturbance	9	0
2. Impatience	16	+1 SD
3. Disrespect - Defiance	5	0
4. External Blame	8	0
5. Achievement Anxiety	17	+2 SD
6. External Reliance	12	0
7. Comprehension	10	0
8. Inattentive - Withdrawn	11	0
9. Irrelevant - Responsiveness	8	0
10. Creative - Initiative (cooperates, participates in class)	20	+2 SD
11. Need closeness to teacher	19	+1 SD
Additional items:		
Unable to change	2	0
Quits	7	+2SD
Slow Work	3	0

Side 2

TEST RESULTS

Intelligence Testing

Case# ____ Name ____ Sex ____ Birthdate ____ CA ____
Parents or Guardian ____ Address ____ Phone ____

Group

Date	Test Name	Comments:
Results:		
Interpretation:		

Individual

Date	SLOSSON INTELLIGENCE TEST	Comments:
Results: CA___ MA___ IQ___ Percentile___ SD___		
Interpretation:		

Date	Wechsler Intelligence Scale for Children	Comments:

Verbal IQ 109 Performance IQ 100 Full Scale IQ 105
SD within
within +1 SD of the norms

Information	10	Picture Completion	12
Comprehension	11	Picture Arrangement	11
Arithmetic	10	Block Design	10
Similarities	14	Object Assembly	12
Vocabulary	14	Coding	5
(Digit Span)	9	(Mazes)	___

Interpretation:

Other Test

Date	Test Name	Comments:
Results:		
Interpretation:		

Side 3

Achievement Testing

Date

Test Name

Results:

Interpretation:

Comments:

Date

Wide Range Achievement Test

Results:	Grade	S Score	Percentile
Reading (Word Pronunciation)			
Spelling			
Arithmetic			

Interpretation:

Comments:

Date

Peabody Individual Achievement Test

Results:	Grade	Standard Score	Percentile
Mathematics	9.6	125	95
Reading Recognition	3.5	88	22
Reading Comprehension	3.3	88	21
Spelling	3.8	90	26
General Information	5.1	102	56
Total Test	4.6	97	42

Interpretation: Overall achievement at grade level with math the strongest areas; however, compared to the other areas reading appears low.

Comments:

Diagnostic Testing

Date

Test Name Silvaroli Sight Word Test

		SW	WA
	pp	100%	100%
Results: Level	p	85%	90%
	1	75%	95%
	2	65%	75%

Interpretation:

Comments:
Most of the errors: vowel confusion and lack of phonic skills

Date

Test Name Betts Spelling Inventory

Results:	Level 2	Percent Correct	90
	Level 3	Percent Correct	60
	Level 4	Percent Correct	32

Interpretation: Level 2 is both the instructional and achievement levels.

Comments:
Lack of phonic skills and inability to apply syllabication rules evident.

Side 4

Correlate Testing
(Visual Perception, Auditory Perception, Language, Motor Skills, Behavior Ratings)

Date

Test Name Developmental Test of Visual-Motor

Results: Integration
VMI Raw Score 15
VMI Age Equivalent 7-10

Interpretation: A significant discrepancy (2 years 3 months) between CA and VMI age equivalent. Errors were a function of difficulties in visual-motor integration and hasty completion.

Comments: Hastily completed some of the figures. Monitored some errors; yet unable to recognize that his figure was not the same as the stimulus figure in some instances.

Date

Test Name Illinois Test of Psycholinguistic Abilities

Results: CA 10-1 PLQ 90 (IQ Equivalent)
PLA 9-1
(Profile of subtest scaled scores would be attached)

Interpretation: Variation in subtest scaled scores suggests a visual-motor channel deficit.

Comments:

Date

Test Name Devereux Elementary School Behavior

Results:

Impatience	+1 SD	Needs Closeness to Teacher	+1 SD
Achievement Anxiety	+2 SD	Quits	+2 SD
Creative-Initiative	+2 SD	(Profile of complete ratings would be attached)	

Interpretation: Difficulty completing tasks and monitoring mistakes; anxious about meeting the demands of the school setting. Participates and is involved in class.

Comments: Completed by Mrs. Howard, Carl's homeroom teacher.

RECORDING THE RESULTS OF INFORMAL ASSESSMENT

5.5. How are the results of informal assessment to be recorded on side 5 of the Diagnostic Information Worksheet?

In addition to formal assessment instruments, your assessment may have included informal procedures and/or the collection of samples of the student's work.

A simplified format is provided on the upper portion of side 5 of the worksheet for recording results and descriptive information obtained through this form of assessment.

Side 5 Informal Work

Date	Description of Procedures and Results

In recording your results in this section, it is suggested that you include the following information:

1. the date of the assessment
2. a brief description of the procedure(s)
3. results

The particular format you use to record this information will depend on the assessment procedures employed and types of information obtained.

Three types of recording formats generally follow from informal assessment procedures. You may choose to record some information as a descriptive narrative.

EXAMPLE 5.5.A.

Date	Description of Procedure and Results
10/15/75	Fernald Mini Teaching Lesson Five words were taught by a visual-auditory-tactile kinesthetic method. Judy was interested in the task and traced each word as directed. She was good at coordinating the sound with the letter. She had a tendency to reverse the "a"; as she traced she moved swiftly over the letters. When she began writing the letter "a" she started to reverse but then corrected herself. On the 24 hour and 48 hour rechecks (given by the learning disabilities teacher in her school), she was able to recall all five words. She identified them by sounding out each word rather than by sight recall. She appears to have a strength in sounding words and remembering the sounds.

For other information, actual samples of the student's work may be included.

EXAMPLE 5.5.B.

Date	Description of Procedures and Results
12/1/75	Bob was asked to copy the following sentence: The dog runs away. Bob's copy: Ths doe hnb a ways

Samples of student work can be attached to the form with a description of the procedure and an interpretation of strengths and weaknesses recorded directly on the form.

Still other information may require the recording of performance levels as well as the description of errors.

EXAMPLE 5.5.C.

<table>
<tr><th>Date</th><th>Description of Procedures and Results</th></tr>
<tr><td>October 20, 1975</td><td>
<p>Subjective Reading Inventory</p>
<p>A series of reading selections on progressive levels of difficulty as determined by readability formulas were administered. The first part of each selection was read silently. The secone part was read orally. By using the following criteria, scores for independent, instructional, and frustration reading levels were obtained.</p>
<p>Criteria:</p>
<table>
<tr><th>Level</th><th>Comprehension</th><th>Accuracy</th></tr>
<tr><td>Independent</td><td>90%</td><td>98 - 100%</td></tr>
<tr><td>Instructional</td><td>75%</td><td>95%</td></tr>
<tr><td>Frustration</td><td>50%</td><td>90%</td></tr>
<tr><td>Test Results</td><td></td><td></td></tr>
<tr><td>Pre-Primer</td><td>20%</td><td>88%</td></tr>
<tr><td>Primer</td><td>40%</td><td>85%</td></tr>
<tr><td>First Reader</td><td>70%</td><td>Listening Comprehension</td></tr>
<tr><td>Second Reader (1)</td><td>5%</td><td></td></tr>
</table>
<p>Substitutions and repetitions were frequent. The substitutions were generally words of similar configuration beginning with same initial consonant such as penny for pony. Also common was substitution of verbs of the wrong tense. (E.g., came for come, ran for run, did for do.)</p>
<p>No instructional level could be established as he did not meet the criteria.</p>
</td></tr>
</table>

Summary

In recording your findings from informal assessment on side 5 of the Diagnostic Information Worksheet the following information should be included:

1. the date of the assessment recorded in the column on the left.
2. a brief description of the procedure, e.g., mini-lesson, seatwork exercise, subjective inventory.
3. samples of the student's work if possible.
4. assessment results and interpretations.

The specific procedures used and the type of information obtained will suggest the way in which you will record the results, e.g., narration, samples of work, performance levels, or combinations of these.

****

EXERCISE 5.5. Recording Informal Assessment Information on the Diagnostic Information Worksheet.

The following page contains a blank copy of side 5 of the Diagnostic Information Worksheet.

Directions: Summarize the information supplied below on this blank form. When you have completed recording this information turn back to this page to check your response to determine if...

1. the data has been recorded in the correct column
2. a brief description of the assessment procedure employed has been recorded
3. samples or illustrations of the student's work have been provided where appropriate
4. assessment results and your interpretations are clear
5. the information has been recorded in a format suggested by the procedures used and the type of results obtained.

Responses to this exercise are provided on page 94.

UPON COMPLETING THIS SECTION OF SIDE 5, FILE THIS PAGE AT THE END OF SECTION 5.6. AFTER PAGE 74.

Subjective Reading Inventory (administered on October 15, 1975)

Test Results

Level	Comprehension	Accuracy
1	85%	95%
2^1	45%	92%
2^2	70%	93%
3^1	35%	89%
3^2	55%	

Comprehension Errors

Level	Main Idea	Noting Details	Inferred Meaning	Organization	Vocabulary
1		1	1		
2^1	1	1	1	1	2
2^2		2		2	1
3^1	1	1	2	2	4
3^2 (listening)		1	2		1
TOTAL	2	6	6	5	8

Accuracy Errors

Level	Repetitions	Substitutions	Omissions	Additions
1	2	4	0	1
2^1	7	2	3	3
2^2	7	6	0	2
3^1	24	5	1	5
TOTAL	40	17	4	11

Side 5

Informal Work

Date	Description of Procedures and Results

Date	Location	Description of Behavior	Frequency	Duration	Type of Behavior
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐

The following test was administered to Carl on November 24, 1975

Test of Word Recognition Skills (an individually administered test of visual and auditory discrimination skills from the level of reading readiness through level 3^1, using nonsense syllables in the 22 subtests to measure the child s word attach skills).

Test Results

Adequate Skills	Percent Correct
Visual Discrimination	100
Auditory Discrimination	80
Initial Consonants	100
Long and Short Vowels	100

Deficient Skills	Percent Correct
Final Consonants	60
Consonant Blends	60
Consonant Digraphs	0
Principle of Closed Syllable	10
Principle of Open Syllable	60
"R" Controller	40
"A" Followed by "L" or "W"	10
Vower Digraphs	10
Final "E" Principle	0
Three-Letter Blends	20
Dipthongs	0
Hard and Soft Sounds of "C" and "G"	10
Two Consonant Letter and Final "E"	10
Syllabication Principle No. 1	10
Syllabication Principle No. 2	0
Syllabication Principle No. 3	10
"Schwa" sound	10

COMPLETING THE OBSERVATIONS OF BEHAVIOR SECTION

5.6. How is the Observations of Behavior section on side 5 of the worksheet completed?

Observation data from the testing session and other settings provides you additional information concerning the pupil. It also provides for validation referral reports and the results of other forms of assessment.

You probably will have already noted certain behaviors exhibited by the child relative to specific tests on Sides 2, 3, and 4 of this form. However, the lower portion of Side 5 of the Diagnostic Information Worksheet provides you a structured format for recording significant behaviors exhibited by the child during the testing session and in other relevant settings.

Date	Location	Description Of Behavior	Frequency	Duration	Type of Behavior
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐

The dates of the observations are recorded in the left column. Should information from only one observation be recorded, it would be necessary to record the date only once.

EXAMPLE 5.6.A.

Date
December 2, 1975

In some instances you will have conducted several observations at varying times during the same day. After having recorded the date initially, you may wish to indicate only the times the observations occurred in the subsequent spaces.

EXAMPLE 5.6.B.

Date
December 2, 1975 9:00 a.m. - 10:00

The exact location in which the behavior was exhibited is recorded in the column to the right of the date. In addition to recording the specific setting, e.g., classroom, playground, testing room, it may be desirable to note where within that setting the behavior occurred.

EXAMPLE 5.6.C.

Date	Location
	Classroom at the learning center

In the section located to the right of the box specifying location, a description of the significant behaviors exhibited is recorded. Significant behaviors described may include appropriate and inappropriate behaviors displayed as well as the way the pupil approached tasks, solved problems and reacted to directions in general. The behaviors should be described in precise and objective terms.

EXAMPLE 5.6.D.

He coughed throughout the test. The frequency increased during oral reading. He subvocalized and pointed with his finger to each word as he read.

If a formal observation system is being used, this should be indicated in this box. As a result of some observational techniques and depending on the purpose of your observation, you may want to record some measure of the degree to which the behavior occurred. Space is provided to the right of your description of the behavior to record either the frequency or duration of behavior.

Date	Location	Description of Behavior	Frequency	Duration	Type of Behavior
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐

For some behaviors, the total number of times the behavior occurred during the observation period or the rate at which the behavior occurred over varying observations will be recorded.

EXAMPLE 5.6.E.

Description of Behavior	Frequency
participated in the class discussion	10 times 15 minute period
talked out without permission	5 times per minute

Other behaviors will require the recording of duration, i.e., the length of time the behavior occurred.

EXAMPLE 5.6.F.

Description of Behavior		Duration
remained at his desk and worked on assigned task		15 minutes
stopped working and looked around the room		10 minutes

After you have described the behavior and recorded the degree to which it occurred, space is provided for identifying the nature of the observed behavior.

Date	Location	Description of Behavior	Frequency	Duration	Type of Behavior
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐

A check (✓) is placed in the box indicating whether the described behavior was judged appropriate or inappropriate for the specific situation or setting.

Thus, a completed recording of data from observations would be as follows:

Date	Location	Description of Behavior	Frequency	Duration	Type of Behavior
Dec. 2, 1975	Classroom: Group Discussion	Participated in classroom: discussion: volunteered information on the topic discussed	10		Appropriate ☑ Inappropriate ☐
Dec. 2, 1975	Playground Swings	Pushed child out of swing to get turn swinging	6		Appropriate ☐ Inappropriate ☑
Dec. 2, 1975	Classroom:	Given seatwork assignment, left desk, wandered around room, stared out the window		10 min.	Appropriate ☐ Inappropriate ☑

EXAMPLE 5.6.G.

Summary

The previously described format and recording procedures are used for recording observation information on the Diagnostic Information Worksheet.

Specific steps in recording your findings follow:

1. Record the location(s) in which the observations were done by placing a check (✓) in the appropriate box.
2. Record the date on which the observation occurred.
3. Record the specific location where the behavior occurred.
4. Describe the observed behaviors in terms as precise and objective as possible.
5. Record the degree to which the behavior occurred.
6. Indicate whether the described behavior was appropriate or inappropriate for the setting or situation in which it occurred.

Of the various tasks you are asked to perform in recording information on the form, the specification of behavior in precise and objective terms is probably the most complex. The following brief discussion has been included at this point to provide you with guidelines for this task.

Recording behaviors in precise and objective terms describes exactly what the learner did rather than interpretations of the behavior. For example, the following descriptions identify what the learner is doing:

looks away from the test page
throws the blocks on the floor
correctly sounds 14 of 16 ending sounds:
  Errors--ll in "grill" pronounced as u,
  and r in "tar" pronounced as sh

These behaviors are directly observable and, therefore, can be easily described in objective terms.

Statements of motives, feelings, or causes of behavior are interpretations rather than observable descriptions. Such terms as "agressive," "hostile," "resistive," "anxious," "apprehensive," "lazy" describe motives or feelings and are open to various interpretations. Thus, measurement of these terms requires careful operational definitions. For example, resistive behavior would include observable verbal behavior such as "I won't," "refusals," and so on. The behaviors which imply these terms must be precisely identified through descriptions of obserable behaviors.

****

EXERCISE 5.6. Recording the Results of Observations of Behavior on Side 5 of the Diagnostic Information Worksheet.

Directions: The copy of side 5 of the Diagnostic Information Worksheet you used in completing Exercise 5.5. should now be located at the end of this section. Record the significant information provided below in observable terms in the Observations of Behavior section.

Responses to this exercise are provided on page 77.

UPON COMPLETION OF THIS EXERCISE, FILE THE COMPLETED SIDE 5 IN SECTION 5.9. BEHIND SIDE 4.

Carl's Behavior During Testing November 24, 1975.

NOTES:
Staff Comments -- cooperative, pleasant, well-mannered, confident, eager to please.

Persistent with the task at hand, all tasks yet if not know the answer very quick to admit it ("I don't know."). Good at monitoring mistakes. Example: made a meaningless mistake in oral reading -- "That doesn't sound right."

Anxiety increases as more challenging tasks (reading particularly) presented. Wiggled in seat, twisted hair, pulled knuckles, yawned, became very tired. Asked such questions as, "When are we going to finish?" or, "How much more do we have to go?" Also rested head on left hand.

Worked very quickly on the majority of tasks. Many times at the cost of being careless. Answers and responses usually very quick.

Used several aids in working the tasks. (1) help add -- tapped beside each number with pencil (𝍸 𝍸), (2) subvocalized a question before answering (once).

SUMMARIZING ASSESSMENT DATA

5.7. Will be able to summarize data on the assessment profile located on side 6 of the worksheet.

A profile of the learner's performance levels relative to his overall academic ability is an effective procedure to use in summarizing diagnostic information. The translation of instructionally relevant appraisal information into an assessment profile provides you a description of the learner, allows various comparisons to be made, and communicates your assessment findings in an easily understood manner.

The grids on side 6 of the worksheet provide you a format for developing a summary profile from your assessment findings.

ASSESSMENT PROFILE

Side 6

Overall Intellectual Functioning	Below Average	Average	Above Average	Screening	Vision	Deficit	Corrected	Normal
					Hearing	Deficit	Corrected	Normal

	Weak				Strong	Level			Weak				Strong	Level	
Academic Areas Assessed	1	2	3	4	5	Grade	Age	Correlate Areas Assessed	1	2	3	4	5	Grade	Age
Reading								Auditory Perception							
Word Recognition								Visual Perception							
Oral Comprehension								Gross Motor Coordination							
Silent Comprehension								Fine Motor Comprehension							
Listening Comprehension								Oral Language Comprehension							
Arithmetic								Oral Language Expression							
Arithmetic Computation								Written Language Expression							
Arithmetic Reasoning								Speech (Articulation)							
Spelling								Social Emotional							

Appropriate Behaviors	Inappropriate Behaviors

Overall Intellectual Functioning	Below Average	Average	Below Average	Screening	Vision	Deficit	Corrected	Normal
					Hearing	Deficit	Corrected	Normal

The steps required for translating appraisal information into a profile follow. Illustrations using sample appraisal data are provided to guide you in the recording procedure.

The top section of the profile provides space for indicating a description of the learner's overall academic ability and the results of vision and hearing screening.

Refer to bottom of page 77.

The rating classifications for overall intellectual functioning represent the following numerical values.

Classification — Intelligence Quotient

Below Average

Below Average	Average	Above Average	70 and below

The next four figures refer to the average range

Below Average	Average	Above Average	71 - 85
Below Average	Average	Above Average	86 - 100
Below Average	Average	Above Average	101 - 115
Below Average	Average	Above Average	116 - 130

Above Average

Below Average	Average	Above Average	131 and above

The range of scores indicated in each classification are provided only as guidelines. For local district purposes and consistency in communication between teachers and appraisal personnel, state or district classification cutoff scores should be used.

To record the estimate of the learner's overall ability, place a check (✓) in the appropriate box. Should local district policy or procedures require the recording of a test score, the score can easily be recorded in the box provided for the check mark.

EXAMPLE 5.7.A

The student's full scale IQ score is 101

Overall Intellectual Functioning	Below Average	[✓ Average]	Above Average

or

Overall Intellectual Functioning	Below Average	Average 101	Above Average

The results of vision and hearing screening are recorded in the area directly to the right of overall academic ability. To record the results, place a check ( ) in the appropriate box.

EXAMPLE 5.7.B.

Screening	Vision	Deficit	[✓ Corrected]	Normal
	Hearing	Deficit	Corrected	[✓ Normal]

The middle section of the profile provides an area for summarizing the learner's overall strengths and weaknesses and for recording his performance levels in academic and correlate areas.

Refer to top of page 77.

The first section of this profile that you should complete is the grids. In plotting assessment information on the grid portion of this section the learner is used as his own reference. His performance level is a specific area is compared with his chronological age. The resultant discrepancy, if any, is used to determine if the area represents a strength or weakness for this learner.

A scale ranging from 1 to 5 is provided on the grid for indicating relative strengths and weaknesses.

Refer to top of page 77.

Since the instruments you will have used throughout your assessment yield different types of scores, it is necessary to identify a consistent basis for translating your findings onto this grid. It is necessary that age equivalents be used as they appear to be the most easily obtained scores. Age equivalents for performance levels will either be given in the test manuals or an estimated age equivalent can be derived by adding 5.2 years to the grade equivalent score. For assessment instruments which yield qualitative results, such as the Purdue Perceptual Motor Survey, it will be necessary for you to rely on your previous experiences with children's performance on the instrument to make a subjective estimate of age equivalence. The primary reference to which the performance level is compared is chronological age.

A point system, corresponding to the scale on the grid, is used to assist you in translating and recording your assessment findings. The learner's strengths and weaknesses are determined relative to the degree of discrepancy between chronological age and performance levels specified by age equivalents. The points, ranging from 1 to 5, are used to express this discrepancy.

Points 1 and 2 indicate performance levels below the learner's chronological age.

A point rating of 3 indicates a performance level within 1 year below and 1 year above the learner's chronological age.

Points 4 and 5 indicate a performance level above the learner's chronological age.

The following guidelines are provided to assist you in translating your assessment findings into information for the grid.

Discrepancy between chronological age and performance level	Point
(CA and test age equivalents)	
2.0 or more years below CA	1
1.1 years to 1.9 years below CA	2
1.0 below to 1.0 above CA	3
1.1 to 1.9 above CA	4
2 years or more above CA	5

The following illustrates the translation of sample test scores into points ready for recording on the grid:

EXAMPLE 5.7.C.

Test Results: (CA = 11-0)

WISC Full Scale IQ - 83

ITPA Psycholiguistic Age - 9-1

Goldman-Fristoe-Woodcock Auditory Discrimination Test - 1 error, 63 percentile (adequate for CA)

Developmental Test of Visual Motor Integration - Raw Score - 13 VMI age - 6-10

Purdue Perceptual Motor Survey - Areas administered: Gross Motor Skills, Fine Motor Skills

Ratings for subareas were 3s and 4s.

Peabody individual achievement test

	Raw Score	Age Equivalent
Math	40	9 - 2
Reading Comprehension	39	9 - 5
Reading Vocabulary	32	8 - 6
Spelling	27	7 - 9

Area Assessed	Age Equivalent	CA	Discrepancy	Point
Auditory Perception	Adequate for CA (11-0)	11-0	+0 yrs. and 0 mos.	3
Visual Perception	6-10	11-0	-4 yrs./ 2 mos.	1
Gross Motor Performance	Adequate for CA age; ratings	11-0	+0 yr./ 0 mos.	3
Language Performance	9-1	11-0	-1 yr./ 11 mos.	2
Reading Comprehension	9-5	11-0	-1 yr./ 7 mos.	2
Reading Vocabulary	8-6	11-0	-2 yrs./ 6 mos.	1
Arithmetic Performance	9-2	11-0	-1 yr./ 10 mos.	2
Spelling Performance	7-9	11-0	-3 yrs./ 3 mos.	1

The results of this assessment are now ready to be recorded on the grid. An X is placed on the dash intersecting the appropriate point rating for each category assessed.

EXAMPLE 5.7.D.*

Academic Areas Assessed	Weak				Strong	Level		Correlate Areas Assessed	Weak				Strong	Level	
	1	2	3	4	5	Grade	Age		1	2	3	4	5	Grade	Age
Reading								Auditory Perception			X				
Word Recognition	X							Visual Perception	X						
Oral Comprehension		X						Gross Motor Coordination			X				
Silent Comprehension								Fine Motor Comprehension							
Listening Comprehension								Oral Language Comprehension		X					
Arithmetic								Oral Language Expression							
Arithmetic Computation		X						Written Language Expression							
Arithmetic Reasoning								Speech (Articulation)							
Spelling	X							Social Emotional							

---

* Information for several areas indicated on the grid was not obtained. Information relevant to all the areas indicated on the grid may not be required for a comprehensive and relevant appraisal of every learner's instructional needs.

The following exercise has been included at this point to provide you practice in recording assessment results on a grid. Using the following test data, record the information on the example grid provided.

EXERCISE 5.7.A.

CA: 11-0 Grade: 5

Test Results

WISC		WRAT	Grade Level
Full Scale	85	Reading	2.5
Verbal	83	Arithmetic	3.9
Performance	90	Spelling	3.7

Area Assessed	Performance Age Equivalent	Reference CA	Discrepancy	Point

Academic Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Age
Reading							
Word Recognition							
Oral Comprehension							
Silent Comprehension							
Listening Comprehension							
Arithmetic							
Arithmetic Computation							
Arithmetic Reasoning							
Spelling							

Responses to EXERCISE 5.7.A. are provided on page 98.

Following the completion of the grid, the performance levels attained in the areas assessed are recorded in the column directly to the right of each grid. Provision is made for recording either grade or age equivalent score, whichever is most applicable.

See following page for Example 5.7.E.

The final section of the assessment profile provides space for you to summarize the results of your assessment in behavioral areas recorded on side 5. It is expected that you will make interpretations based on actual behavior recorded on side 5.

Appropriate Behaviors	Inappropriate Behaviors

The significant appropriate and inappropriate behaviors the child exhibited during the observation periods are recorded in the designated areas.

EXAMPLE 5.7.F.

Appropriate Behaviors	Inappropriate Behaviors
Attends to tasks	Does not complete assigned tasks
Participates in class discussions	Physically strikes others when provoked
Cooperates with peers when in class	Talks to others during seatwork
Works independently	Disrupts class by banging on desk

EXAMPLE 5.7.E.

Information from EXAMPLE 5.7.C. is recorded below:

Academic Areas Assessed	Weak Strong 1	2	3	4	5	Level Grade	Age	Correlate Areas Assessed	Weak Strong 1	2	3	4	5	Level Grade	Age
Reading								Auditory Perception			X				11-0
Word Recognition	X					3.4		Visual Perception	X						6-10
Oral Comprehension								Gross Motor Coordination			X				11-0
Silent Comprehension		X				4.3		Fine Motor Coordination							
Listening Comprehension								Oral Language Comprehension		X					9-1
Arithmetic								Oral Language Expression							
Arithmetic Computation		X				4.0		Written Language Expression							
Arithmetic Reasoning								Speech (Articulation)							
Spelling	X					2.7		Social Emotional							

Summary

The assessment profile on side 6 of the Diagnostic Information Worksheet provides a format for summarizing your assessment procedures.

Specific steps in recording your assessment findings on the profile include:

1. Record the learner's intellectual functioning by placing a check (✓) or by recording the test score in the appropriate box.
2. Record the results of vision and hearing screening by placing a check (✓) in the appropriate boxes.
3. Plot the learner's performance levels in academic and correlate areas using the point system suggested in the manual. Performance levels are expressed as age equivalent scores and are compared to chronological age. The discrepancies indicating strengths and weaknesses are marked on the grid provided.
4. Record the grand and/or age equivalent for each academic and correlate area assessed.
5. Record the significant appropriate and inappropriate behaviors the learner exhibited.

****

EXERCISE 5.7.B. Summarizing Assessment Information Profile Form.

The following page contains a blank copy of side 6 of the Diagnostic Information Worksheet.

Side 6

ASSESSMENT PROFILE

Overall Intellectual Functioning	Below Average	Average	Above Average	Screening	Vision	Deficit	Corrected	Normal
					Hearing	Deficit	Corrected	Normal

Academic Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Age	Correlate Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Age
Reading								Auditory Perception							
Word Recognition								Visual Perception							
Oral Comprehension								Gross Motor Coordination							
Silent Comprehension								Fine Motor Comprehension							
Listening Comprehension								Oral Language Comprehension							
Arithmetic								Oral Language Expression							
Arithmetic Computation								Written Language Expression							
Arithmetic Reasoning								Speech (Articulation)							
Spelling								Social Emotional							

Appropriate Behaviors	Inappropriate Behaviors

Conclusions:

Recommendation:

☐ Further referral to: ____________________ ☐ Special consideration

☐ Eligible for special education services: __________ ☐ Re-evaluation: (date) ____________________

☐ Not eligible for special education services __________ ☐ Other ____________________

Educational Diagnostician ____________________ Date ___/___/___

ARD Committee Staffing Date ___/___/___ Decision ____________________ Report Attached ☐

Directions: Turn to the end of section 5.9. of this chapter and remove your completed sides 1,2,3,4, and 5 of the Diagnostic Information Worksheet. Using the cumulative information for our sample child contained on these sheets, complete the assessment profile contained on the following page.

Responses to this exercise are provided on page 99.

UPON COMPLETING THE ASSESSMENT PROFILE SECTION OF SIDE 6, FILE IT AT THE END OF SECTION 5.8. REFILE SIDES 1 THROUGH 5 AT THE END OF SECTION 5.9.

COMPLETING RECOMMENDATIONS AND CONCLUSIONS SECTION

5.8. What information is recorded in the conclusions and recommendations sections on side 6 of the worksheet?

At this point you have recorded the complete findings of your assessment on the Diagnostic Information Worksheet. Levels of intellectural and academic functioning and learning strengths and weaknesses have been summarized into an assessment profile. You are now ready to formulate some conclusions about the learner which will assist you in suggesting an instructional placement responsive to his needs. These conclusions and the subsequent recommendation are recorded on side 6 of the Diagnostic Information Worksheet directly below the assessment profile.

Conclusions:

Recommendation:

☐ Further referral to: ____________________
☐ Eligible for special education services: ______
☐ Not eligible for special education services: ____________
☐ Special consideration
☐ Re-evaluation (date)
☐ Other

The most significant test results accompanied by relevant interpretations are stated in two to three sentences. This information is recorded in the conclusion section of the summary area.

EXAMPLE 5.8.A.
Conclusions:

> The difficulties Jim is experiencing in school appear not to be a function of lack of overall academic ability as he has the capacity to do at least average work. His current achievement appears to be hampered by the following factors: a severe deficit in visual perception skills, inadequate preparation in fundamentals of reading, and extremely high parental expectations. As a result of the combination of these factors, Jim's performance in his present instructional setting is greatly impaired.

This concise summary of your assessment findings should support your eligibility and placement recommendation to the ARD committee. The recommendations section of this summary area provides predesignated options to facilitate conveying your recommendations.

Recommendation:
☐ Further referral to: ____________
☐ Eligible for special education services: ____________
☐ Not eligible for special education services ____________
☐ Special consideration
☐ Re-evaluation (date) ______
☐ Other ____________

To record your recommendation in this section place a check (✓) on the line to the left of the appropriate statement. Then record in the designated blank any further information needed to complete the statement.

EXAMPLE 5.8.B.

✓ Eligible for special education services: resource room

Some options may require additional explanatory information although the basis for your recommendation should be clear from your concluding statement.

EXAMPLE 5.8.C

✓ Further referral to: psychologist for projective testing

✓ Special consideration (the child's six siblings are all receiving special education services

✓ Re-evaluation: (date) November 25, 1972 (the student is currently attending a special tutoring project)

Recommendations concerning instructional goals, teaching approaches and materials will be specified on the Educational Program Plan formulated by you and the other members of the EBAS team. With your conclusions and recommendations recorded, the Diagnostic Information Worksheet is completed with your signature and the date.

Summary

The final step in completing the Diagnostic Information Worksheet is recording your conclusions and recommendations on side 6.

Specific steps in recording this information follow:

Step 1. Summarize the most significant test results and their interpretations in two or three statements.

Step 2. Record the information stated in step 1 in the space labelled CONCLUSIONS.

Step 3. Record your recommendation to the ARD committee by placing a check (✓) to the left of the appropriate option. Record additional explanatory information, if necessary.

Step 4. Add your signature and the date.

****

EXERCISE 5.8. Recording Conclusions and Recommendations

Directions: Retrieve the copy of side 6 of the Diagnostic Information Worksheet you used in completing Exercise 5.7. Using the cumulative information presented for the sample student, complete the conclusion and recommendations sections on this form. Responses to this exercise are found on page

UPON COMPLETING THIS EXERCISE FILE YOUR COMPLETED SIDE 6 IN SECTION 5.9. BEHIND SIDE 5. YOU WILL THEN HAVE A COMPLETED COPY OF THE DIAGNOSTIC INFORMATION WORKSHEET LOCATED IN SECTION 5.9. OF THIS CHAPTER IN THE MANUAL.

THE COMPLETED WORKSHEET

5.9. What information will a completed Diagnostic Information Worksheet contain?

Sections 5.3., 5.4., 5.5., 5.6., 5.7., 5.8. of this chapter have provided you specific directions for completing each section of the Diagnostic Information Worksheet. This section had been included to provide a review of the completed form.

Through completion of the exercises at the conclusion of each of the preceding sections, you have completed the entire worksheet. Upon completion of each side of the worksheet, you were directed to file the sides sequentially in this section. Thus, this section of the manual should now contain your completed Diagnostic Information Worksheet.

It is suggested that you briefly skim this section as a review of the completed form. If questions arise concerning the recording of particular information, refer back to the appropriate section of this chapter. Chapter sections describing the completion of specific parts of the form are as follows:

5.3. Recording identification, referral, and background data - Side 1
5.4. Recording the results from assessment instruments - Sides 2, 3, and 4
5.5. Recording the results of informal assessment procedures - Side 5, upper section
5.6. Recording the results of observations - Side 5, lower section
5.7. Summarizing data on an assessment profile - Side 6, upper section
5.8. Recording conclusions and recommendations - Side 6, lower section

DISSEMINATION PROCEDURES

5.10. What is the dissemination procedure for this form?

The completed Diagnostic Information Worksheet provides a resource for presenting the results of your assessment to the ARD committee. Relevant assessment information is necessary for the committee to make decisions concerning eligibility and placement.

Two options are available to you for forwarding this form to the ARD committee.

OPTION 1 The form may be taken to the ARD committee staffing and used as a basis for your presentation of relevant assessment findings

or

OPTION 2 The form may be forwarded directly to the ARD committee in care of the designated appraisal person, should you not be in attendance at the staffing conference.

The option chosen will vary with local situations and specific circumstances.

Following the ARD committee's deliberations, the staffing date, and eligibility and placement decisions are recorded at the bottom of side 6 of the form. Should a copy of the ARD committee's complete report be included as a permanent record, a check (✓) is placed in the box indicating report attached.

ARD Committee Staffing Date __/__/__ Decision ________________ Report Attached ☐

The completed worksheet also provides a resource for presenting the results of your assessment procedures to the EBAS team. The extent of your testing must provide the team with sufficient diagnostic information from which to derive an educational plan and begin instructional programming.

The information recorded on the Diagnostic Information Worksheet becomes a part of the student's cumulative school record. Thus, following the ARD committee's staffing and the formulation of the Educational Program Plan by the EBAS team, you will forward the Diagnostic Information Worksheet to your district's designated office or personnel for filing in the student's permanent record.

Case # 8452 Name Carl Smith Sex M Birthdate 1-16-63 CA 12 - 10

Parents or Guardian Mr. and Mrs. Robert Smith Address 2401 Broadway, Princeton, Texas Phone 823-6226

Diagnostic Information Worksheet

Initial Evaluation ☑ Date: 12/4/75

Re-Evaluation ☐ Date: / /

Re-Evaluation ☐ Date: / /

Referral Date 10 20 75 School Princeton Jr. High Grade 7

Referred by Mrs. Howard, Homeroom teacher

Reason for Referral To determine factors in reading failure; Carl gives up easily or falters when given assignments requiring reading.

Background Information:

Carl is the only child in a family in which both parents are present in the home. The primary language spoken at him is English.

Visual and auditory screening, conducted in November, 1975 indicated hearing to be normal. Vision is corrected with glasses. No significant health or physical problems are noted.

Prior to this referral, Carl has not been referred for nor has ever received special education services.

His current school placement is fourth grade in a semi-departmentalized instructional setting. Mrs. Howard, Carl's homeroom teacher, describes him as being eager to try difficult tasks, yet giving up easily and faltering as the difficulty increases. She noted that Carl makes friends easily and quickly and is highly competitive. Behaviorally, Carl was described as wanting things to go his way and to be first in whatever he may be doing and defending himself or finding a scapegoat for his actions when criticized. Teacher conferences with Carl's parents indicated that the parents were quite concerned and attempted to help him.

Previous Testing:

Previous testing revealed overall average intellectual functioning and mastery of the prerequisite skills for academic tasks. Achievement testing indicated consistent performance generally below the 50th percentile over a two year period. Specific scores are available in Carl's cumulative record.

Responses to EXERCISE 5.5.

Side 5

Informal Work

<table>
<tr><th>Date</th><th>Description of Procedures and Results</th></tr>
<tr><td>2-15-73</td><td>Subjective Reading Inventory: A series of reading selections on progressive levels of difficulty as determined by readability formulas were administered. The first part of each selection was read silently; the second part, orally.
<table>
<tr><th>Results were as follows:</th><th>Level</th><th>Comprehension</th><th>Accuracy</th></tr>
<tr><td></td><td>1</td><td>85%</td><td>95%</td></tr>
<tr><td></td><td>2</td><td>45%</td><td>92%</td></tr>
<tr><td></td><td>2</td><td>70%</td><td>93%</td></tr>
<tr><td></td><td>3</td><td>35%</td><td>89%</td></tr>
<tr><td></td><td>3 (Listening)</td><td>55%</td><td></td></tr>
</table>
Repetitions, substitutions, and additions were frequent. Carl usually got the main idea of what he was reading. His frustration level is 2^1; instructional level is 1 and no independent level was obtained.</td></tr>
<tr><td>2-16-73</td><td>Test of Word Recognition Skills: This test of visual and auditory discrimination skills from reading readiness through grade 3 uses nonsense syllables in the 22 subtests to measure word attack skills. Results indicated the following skills to be adequate: visual and auditory discrimination, initial consonants, and long and short vowels. The following skills were deficient: final consonants, consonant blends and digraphs, the principles of open and closed syllables, "R" controller, "A" followed by "L" or "W", vowel digraphs, the final "E" and silent "GH" principles, syllabication principles 1., 2., 3., three-letter blends, dipthongs, hard and soft sounds of "C" and "G", two consonant letters and final "E", and "schwa" sound.</td></tr>
</table>

Date	Location	Description of Behavior	Frequency	Duration	Type of Behavior
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐
					Appropriate ☐ Inappropriate ☐

Responses to EXERCISE 5.6.

Side 5 Informal Work

<table>
<tr><th>Date</th><th>Description of Procedures and Results</th></tr>
<tr><td>2-15-73</td><td>Subjective Reading Inventory: A series of reading selections on progressive levels of difficulty as determined by readability formulas were administered. The first part of each selection was read silently; the second part, orally.
Results were as follows:
<table>
<tr><th>Level</th><th>Comprehension</th><th>Accuracy</th></tr>
<tr><td>1</td><td>85%</td><td>95%</td></tr>
<tr><td>2</td><td>45%</td><td>92%</td></tr>
<tr><td>2</td><td>70%</td><td>93%</td></tr>
<tr><td>3</td><td>35%</td><td>89%</td></tr>
<tr><td>3 (Listening)</td><td>55%</td><td></td></tr>
</table>
Repetitions, substitutions, and additions were frequent. Carl usually got the main idea of what he was reading. His frustration level is 2^1; instructional level is 1 and no independent level was obtained.</td></tr>
<tr><td>2-16-73</td><td>Test of Word Recognition Skills: This test of visual and auditory discrimination skills from reading readiness through grade 3 uses nonsense syllables in the 22 subtests to measure word attack skills. Results indicated the following skills to be adequate: visual and auditory discrimination, initial consonants, and long and short vowels. The following skills were deficient: final consonants, consonant blends and digraphs, the principles of open and closed syllables, "R" controller, "A" followed by "L" or "W", vowel digraphs, the final "E" and silent "GH" principles, syllabication principles 1., 2., 3., three-letter blends, dipthongs, hard and soft sounds of "C" and "G", two consonant letters and final "E", and "schwa" sound.</td></tr>
</table>

Date	Location	Description of Behavior	Frequency	Duration	Type of Behavior
2-21-73	Testing Room	Persisted with task at hand for all task given			Appropriate ☑ Inappropriate ☐
"	"	Oral reading: "That doesn't sound right."	1		Appropriate ☑ Inappropriate ☐
"	"	Wiggled in seat, twisted hair, and pulled knuckles as tasks became difficult			Appropriate ☐ Inappropriate ☑
"	"	"When are we going to finish?" or "How much more do we have to go?"			Appropriate ☐ Inappropriate ☑
	"	Addition problems: tapped pencil beside each number	10		Appropriate ☑ Inappropriate ☐
"	"	Subvocalized some questions before answering			Appropriate ☑ Inappropriate ☐
"	"	Quickly completes tasks at the cost of being careless			Appropriate ☐ Inappropriate ☑

Responses to EXERCISE 5.7.A.

Area Assessed	Performance Age Equivalent	Reference CA	Discrepancy	Point
Reading	7.7	12-3	4-8	1
Arithmetic	9.1	12-3	3-2	2
Spelling	8.9	12-3	3-6	1

Academic Areas Assessed	Weak		Strong			Level	
	1	2	3	4	5	Grade	Age
Reading	*						
Word Recognition							
Oral Comprehension							
Silent Comprehension							
Listening Comprehension							
Arithmetic		*					
Arithmetic Computation							
Arithmetic Reasoning							
Spelling	*						

Side 6

ASSESSMENT PROFILE

Overall Intellectual Functioning	Below Average	Average	Above Average	Screening	Vision	Deficit	Corrected	Normal
					Hearing	Deficit	Corrected	Normal

Academic Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Level Age	Correlate Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Level Age
Reading								Auditory Perception							
Word Recognition						3.5		Visual Perception							7-10
Oral Comprehension								Gross Motor Coordination							
Silent Comprehension						3.3		Fine Motor Comprehension							
Listening Comprehension								Oral Language Comprehension							9-1
Arithmetic								Oral Language Expression							
Arithmetic Computation								Written Language Expression							
Arithmetic Reasoning						9.6		Speech (Articulation)							
Spelling						3.8		Social-Emotional							

Appropriate Behaviors	Inappropriate Behaviors
Used aids, such as tapping pencil to add, subvocalizing questions, in working problems. Completed all tasks. Monitored own mistakes "That doesn't sound right." Participates in class.	Wiggled in seat, twisted hair, and pulled knuckles as tasks became more difficult. Quickly completes tasks at the cost of being careless

Conclusions:

Carl's academic difficulties appear to be a function of the following factors rather than lack of overall intellectual functioning: difficulties in visual-motor integration skills, inadequate phonic skills, and parental pressure to achieve. As a result of the combination of these factors, Carl's performance in reading is impaired.

Recommendation: *

☐ Further referral to:
☐ Eligible for special education services:
☐ Not eligible for special education services

☐ Special consideration
☐ Re-evaluation (date)
☐ Other

Educational Diagnostician ________________ Date / /

ARD Committee Staffing Date / / Decision ________________ Report Attached ☐

Responses to EXERCISE 5.8.

Side 6

ASSESSMENT PROFILE

Overall Intellectual Functioning	Below Average	Average	Above Average	Screening	Vision	Deficit	Corrected	Normal
					Hearing	Deficit	Corrected	Normal

Academic Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Age	Correlate Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Age
Reading								Auditory Perception							
Word Recognition						3.5		Visual Perception							7-10
Oral Comprehension								Gross Motor Coordination							
Silent Comprehension						3.3		Fine Motor Comprehension							
Listening Comprehension								Oral Language Comprehension							9-1
Arithmetic								Oral Language Expression							
Arithmetic Computation								Written Language Expression							
Arithmetic Reasoning						9.6		Speech (Articulation)							
Spelling						3.8		Social-Emotional							

Appropriate Behaviors	Inappropriate Behaviors
Used aids, such as tapping pencil to add, subvocalizing questions, in working problems. Completed all tasks. Monitored own mistakes "That doesn't sound right." Participates in class.	Wiggled in seat, twisted hair, and pulled knuckles as tasks became more difficult. Quickly completes tasks at the cost of being careless.

Conclusions:

Carl's academic difficulties appear to be a function of the following factors rather than lack of overall intellectual functioning: difficulties in visual-motor integration skills, inadequate phonic skills, and parental pressure to achieve. As a result of the combination of these factors, Carl's performance in reading is impaired.

Recommendation: * ______________________

☐ Further referral to:

☐ Eligible for special education services: ______________

☐ Not eligible for special education services

☐ Special consideration

☐ Re-evaluation: (date) ______________

☐ Other ______________

Educational Diagnostician ______________________ Date __/__/__

ARD Committee Staffing Date __/__/__ Decision ______________ Report Attached ☐

* Recommendations section should be completed relative to local district services and criteria for eligibility.

Name ____________________
Last First

Birthdate ____________________

Educational
Program
Plan - EBAS

Side 1

Parent or Guardian ____________ ____________ ____________
Name Address Phone

Home Language ____________ Ethnic ____________ Sex ____________

Placement ____________ ____________ ____________ ____________
Date Building Principal Grade

Educational Based Appraisal System (EBAS) Team

	Name	Room Number
Diagnostician		
Regular Teacher		
Support Teacher		
Others (Specify position below.)		

____

____

Name ______________________________
La   First

Birthdate ______________________

Educational
Program
Plan - EBAS

Assessment Profile (Summary of Strengths and Weaknesses)

Academic Areas Assessed	1	2	3	4	5	Level		Correlate Areas Assessed	Weak 1	2	3	4	Strong 5	Level	
						Grade	Age							Grade	Age
Reading								Auditory Perception							
Word Recognition								Visual Perception							
Oral Comprehension								Gross Motor Coordination							
Silent Comprehension								Fine Motor Coordination							
Listening Comprehension								Oral Language Comprehension							
Arithmetic								Oral Language Expression							
Arithmetic Computation								Written Language Expression							
Arithmetic Reasoning								Speech (Articulation)							
Spelling								Social-Emotional							

101-a

Appropriate Behaviors	Inappropriate Behaviors

Skill Analysis (For Areas of Concern)

	Skills Mastered	Skills to be Mastered		Skills Mastered	Skills to be Mastered
Academic			Behavior		

Academic			Behavior			
Academic			Behavior			

101-b

Basic Instructional Strategies

Strategies for Managing Instruction (Motivational Techniques, Arrangements, Physical Environment)
Strategies for Presenting Instruction (Instructional Procedures and Media)

Key: * A check ( ) indicates the skill has been mastered

Instructional Program

Year-Long Educational Program Directions

Instructional Goals

First Three Months

________________ to

____

Instructional Goals

Second Three Months

________________ to

____

Instructional Goals

Third Three Months

________________ to

____

D-101

Comments:

6.0 Educational Program Plan

EDUCATIONAL PROGRAM PLAN

- To assist the diagnostician in providing leadership in the formulation and use of the Educational Program Plan.

The Educational Program Plan is the first of two forms used in the activation of the Education Based Appraisal System. This form provides a format for the translation of instructionally relevant assessment information into initial instructional strategies and goals that are responsive to the learner's educational needs. It also provides the EBAS team a frame of reference from which continuous instructional programming evolves.

Completed jointly by the EBAS team during the initial planning conference, this form contains a summary of the learner's strengths and weaknesses in academic and social areas, an analysis of his skills in specific areas of concern, suggested instructional strategies, year-long educational program directions, and instructional goals identified for an initial three-month period. Once EBAS has become operational, subsequent instructional goals and revised strategies, designated by the EBAS team at three-month intervals, are recorded on the form. Thus, the completed Educational Program Plan evolves through the implementation of EBAS and describes the learner's actual instructional program.

A sample Educational Program Plan form is provided at the beginning of this chapter. It is suggested that you look over it briefly, as you did the Diagnostic Information Worksheet to gain an overall concept of the form prior to continuing. The remainder of the chapter will describe each area in detail. You will probably find it helpful to occasionally refer back to this sample form as you proceed through the chapter to view each section relative to the total form.

THE EBAS CONCEPT OF AN EDUCATIONAL PLAN

6.1 How does the concept of an educational plan relate to EBAS?

Typically, an educational plan reflects the translation of assessment information into a series of instructional and behavioral recommendations. These recommendations are designed to assist the teacher in facilitating the particular learner's academic and social growth. Once implemented the plan remains in effect until required re-assessment occurs and a new plan is developed.

The preceding concept of an educational plan implies a rather static nature. Such a concept is contrary to a basic premise of EBAS. Through the use of EBAS, evaluation becomes a continuous process which provides feedback for the revision and progressive development of the learner's instructional program.

The EBAS plan continues to reflect the translation of assessment results into instructional strategies responsive to the educational needs of a particular learner. This process is viewed as developmental rather than static.

Several factors, found within the learner and EBAS, contribute to the need for such a view of the educational plan. First, the learner does not remain static within the learning setting. Changes occur within him as result of instruction and/or maturation. Secondly, through the utilization of EBAS, continuous and instructionally relevant information is available which provides increased knowledge related to the learner and his changing instructional needs. Continuous feedback is readily available for revision and modification of current instructional goals and practices and for subsequent instructional planning. Thus, for an educational plan to continue to be responsive to the learner's needs, its complete development must be viewed as a progressive, continuous process involving all personnel responsible for the learner's instruction.

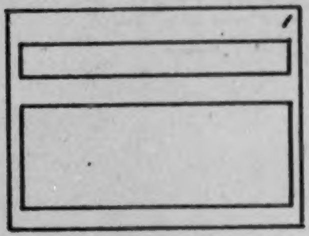
It was with this concept of an educational plan as a frame of reference that the Educational Program Plan form for EBAS was conceived and the procedures for its completion developed.

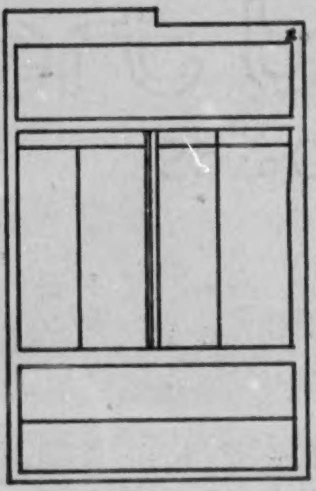
Your understanding of this concept of the educational plan as it relates to EBAS provides you a sound basis from which to coordinate the efforts of the EBAS team in completing the Educational Program Plan during the initial and subsequent team conferences.

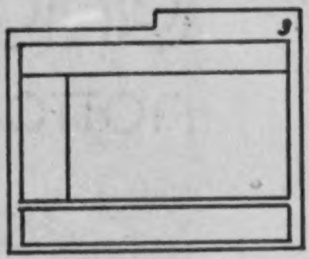
DESCRIPTION OF THE EDUCATIONAL PROGRAM PLAN

6.2. What are the areas contained on the Educational Program Plan?

The Educational Program Plan form, designed as a tabbed file folder, serves as the divider for the student EBAS record. Printed on heavy paper, the form contains three working surfaces.







Side 1 – Identification information
Side 2 – Assessment profile, skill analysis and basic
instructional strategies
Side 3 – Instructional program

You may find it helpful at this point to refer to the sample Educational Program Plan form located at the beginning of this chapter to gain an overall concept of the form and briefly skim each of the above sides prior to continuing.

Side 1

Side 1 is the area on which you and/or the EBAS team record relevant identification information about the student's parent or guardian, assigned placement and the EBAS team.

Parent or Guardian ____________ Name ____________ Address ____________ Phone

Home Language ____________ Ethnic ____________ Sex ____________

Placement ____________ Date ____________ Building ____________ Principal ____________ Grade

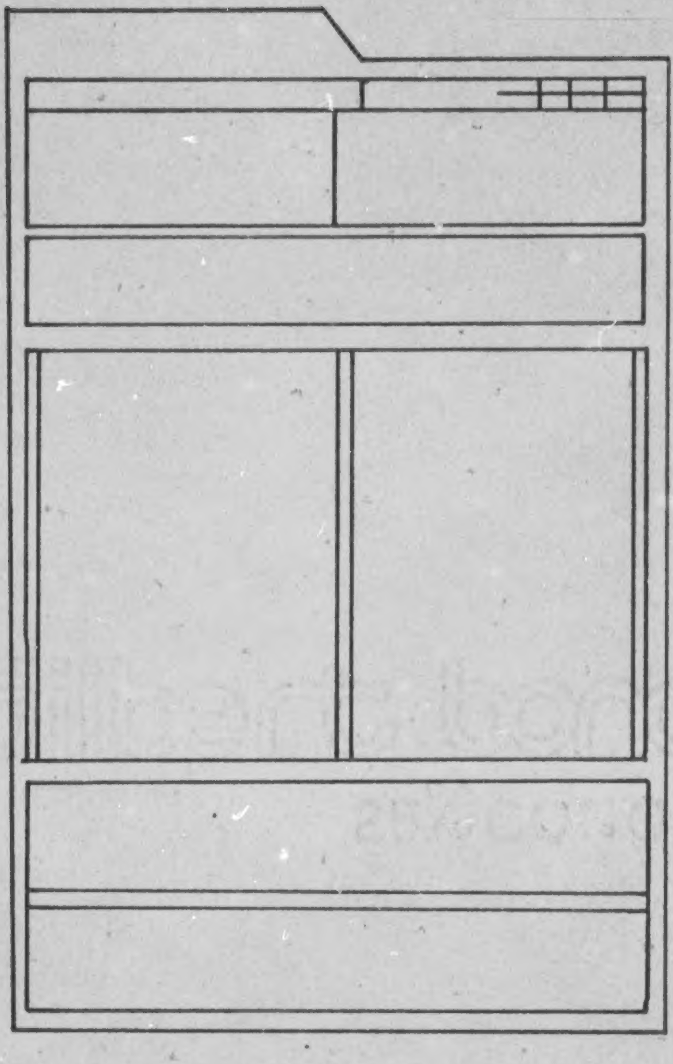
Educational Based Appraisal System (EBAS) Team

	Name	Room Number
Diagnostician	____________	____________
Regular Teacher	____________	____________
Sp. Ed. Teacher	____________	____________
Others (Specify position below)	____________	____________
____________		
____________		

The following data is recorded on this side of the Educational Program Plan:
parent or guardian's name, address and phone number
primary language spoken in the home
student's ethnic background
student's sex
placement date
current placement - building, principal, grade
position, name and room number of the members
of the student's EBAS team

Side 2

Side 2 provides areas for recording an assessment profile of the student, the results of skill analyses in academic and behavioral areas, and the basic instructional strategies designed to facilitate his instructional program.



A half tab for recording the student's name and birthdate is provided at the top of side 2. The use of a half tab facilitates the use of the plan as a file divider in the student's EBAS record

The area located directly below the tab and extending across the top of side 2 is an assessment profile summarizing the learner's overall academic ability and strengths and weaknesses in specific academic, social, and behavioral performance areas.

Name ______________________
Last First

Birthdate ______________________

Educational
Program
Plan - EBAS

Assessment Profile Summary of Strengths and Weaknesses

Overall Intellectual Functioning	Above Average	Average	Below Average	Screening	Vision	Deficit	Corrected	Normal
					Hearing	Deficit	Corrected	Normal

Academic Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Age	Correlate Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Age
Reading								Auditory Perception							
Word Recognition								Visual Perception							
Oral Comprehension								Gross Motor Coordination							
Silent Comprehension								Fine Motor Coordination							
Listening Comprehension								Oral Language Comprehension							
Arithmetic								Oral Language Expression							
Arithmetic Computation								Written Language Expression							
Arithmetic Reasoning								Speech (Articulation)							
Spelling								Social Emotional							

Appropriate Behaviors	Inappropriate Behaviors

This is a reproduction of the assessment profile located on side 6 of that form.

The top section of the profile is for recording the estimate of the learner's overall intellectual functioning and the results of vision and hearing screening.

Refer to top of page 109.

The center section of the profile contains grids for recording the learner's strengths and weaknesses in the specific areas assessed. The column provided to the right of each grid is for recording the student's actual performance level.

Refer to bottom of page 109.

The bottom section of the profile is for recording the student's appropriate and inappropriate behaviors.

Appropriate Behaviors	Inappropriate Behaviors

The central area on side 2, located directly below the assessment profile, is for recording the results of skill analysis. Skills and subskills mastered and not mastered are recorded for specific academic and behavioral areas of concern to you and the teacher.

The two columns on the left are for recording specific academic skills and subskills mastered and to be mastered. The * column directly to the right of the skills to be mastered area is for indicating later mastery of the skill.

The area directly to the right is for recording specific behavioral skills and subskills. the same format is provided.

Overall Intellectual Functioning	Below Average	Average	Above Average	Screening	Vision	Deficit	Corrected	Normal
					Hearing	Deficit	Corrected	Normal

Academic Areas Assessed	Weak		Strong			Level		Correlate Areas Assessed	Weak		Strong			Level	
	1	2	3	4	5	Grade	Age		1	2	3	4	5	Grade	Age
Reading								Auditory Perception							
Word Recognition								Visual Perception							
Oral Comprehension								Gross Motor Coordination							
Silent Comprehension								Fine Motor Coordination							
Listening Comprehension								Oral Language Comprehension							
Arithmetic								Oral Language Expression							
Arithmetic Computation								Written Language Expression							
Arithmetic Reasoning								Speech (Articulation)							
Spelling								Social Emotional							

Skill Analysis (for areas of concern)

Academic	Academic	Academic	
			Skills Mastered
			Skills to be Mastered
			*
Behavior	Behavior	Behavior	
			Skills Mastered
			Skills to be Mastered
			*

The final area on this side is for recording basic instructional strategies designed to facilitate the learner's ability to profit from instruction.

Strategies for managing instruction, such as motivational techniques, instructional arrangements, and modifications of the physical environment are recorded in the upper section of this area.

The lower section is for recording suggested instructional procedures, techniques and media.

Basic Instructional Strategies .

Strategies for Managing Instruction (Motivational Techniques, Arrangements, Physical Environment)
Strategies for Presenting instruction. (Instructional Procedures and Media)

Key * A check (✓) indicates the skill has been mastered

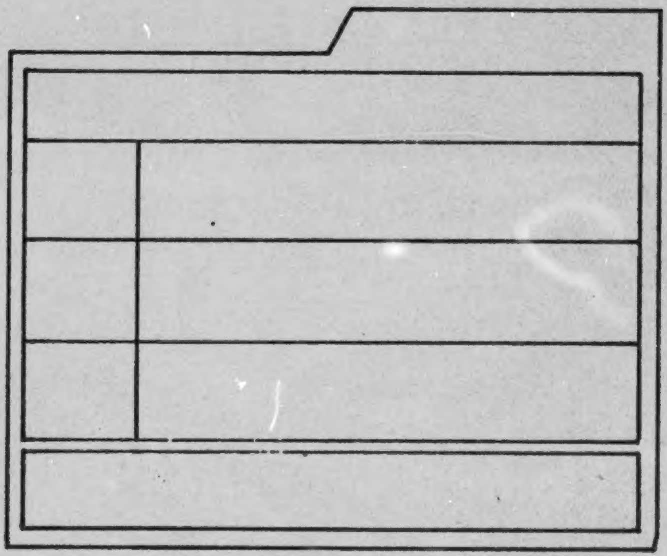
Summary

Side 2 of the Educational Program Plan includes areas for recording the following data:

- student's name and birthdate
- student's overall intellectual functioning
- vision and hearing screening results
- strengths and weaknesses of specific performance areas
- student's appropriate and inappropriate behaviors
- academic and behavioral areas of concern
- skills mastered in areas of concern
- skills to be mastered in areas of concern
- basic instructional strategies

Side 3

Side 3 provides areas for specifying the learner's instructional program. It is on this side of the form that the EBAS team specifies instructional goals initially and at periodic intervals throughout the year.



Year-long educational program directions are recorded in the top section on this side.

Year-Long Educational Program Directions

Instructional goals specified by the EBAS team are recorded in the area directly below the educational program directions area.

The area on the left is for recording the date of the time period (3-month interval) which the goals cover.

Directly to the right is the area for specifying the instructional goals for the designated time period.

Instructional Goals
First Three Months
________________ to
____

Instructional Goals
Second Three Months
________________ to
____

Instructional Goals
Third Three Months
________________ to
____

Instructional goals are specified at 3-month intervals and are recorded on the form at that time.

The final area provided on side 3 of the form is for recording any additional comments concerning the learner's instructional program. This space may be used at the end of the year to note the need for re-evaluation or to record suggestions for the subsequent year's educational program.

Comments:

Summary

Side 3 of the Educational Program Plan is used for recording the following data:

year-long program directions
instructional goals for three 3-month periods
additional comments concerning the student's instructional program

The preceding description of the Educational Program Plan form has been provided to give you an overview of the complete form and a detailed description of each section.

This form is completed collectively by the EBAS team during the initial planning conference. The next four sections of this chapter provide you background skills for collaborating with the other team members in the completion of the form. The final section will provide the actual sequence of steps required for completion and a description of dissemination procedures.

INTERPRETATION OF THE ASSESSMENT PROFILE

6.3. What types of information can the EBAS team derive from the assessment profile contained on the Educational Program Plan?

Following the recording of identification information on side 1 and the tabbed portion of side 2, the initial section of the Educational Program Plan that you will complete at the initial EBAS team meeting is the assessment profile.

This profile has been provided as a functional means of reporting your assessment findings concerning the learner to those responsible for his instruction. It should be completed at the initial EBAS team conference. Since you will have already completed an assessment profile on side 6 of the Diagnostic Information Worksheet form, you will need only to transfer the information from the worksheet onto this section of the Educational Program Plan. During the conference, the information conveyed by the profile plus other assessment results should assist you and the other team members in formulating the handicapped child's educational program.

The assessment profile on the Educational Program Plan allows you to derive certain types of relevant information not readily apparent when assessment results are reported in other forms. Such information assists you in translating your findings to the team and assists in the decisions to be made in formulating the remainder of the Educational Program Plan.

Specific information derived from this profile includes:

1. The learner's performance levels in the areas assessed.
2. The degree of discrepancy in the learner's performance in the areas assessed.
3. Comparison of performance between academic, correlate, and social areas.
4. Comparison of performance between and within various subject matter areas.
5. Identification of the learner's strength and weaknesses relative to his chronological age.
6. Identification of patterns of weakness--i.e., weakness in the areas of spelling, language, and oral and listening comprehension may represent a pattern of difficulties in auditory processing.

7. Identification of the interrelationship of various weak areas--i.e., Reading, spelling, and language are low. Reading vocabulary may be affecting the other two areas.
8. Identification of priority instructional weaknesses—area(s) of greatest weakness or weakness in prerequisite skills

From such information, relevant areas can be identified and analyzed to determine the content of the child's instructional program.

COMPLETION OF THE SKILL ANALYSIS SECTION

6.4. How will the EBAS team complete the skill analysis section of the Educational Program Plan?

The completed assessment profile provides you and the team with cues to instructional areas of concern and general behavioral competencies. Instructional areas of concern are apparent. In these areas, specific competencies are assessed during the child's diagnostic or skill analysis. The results of such analysis are recorded on side 2 of the Educational Program Plan at the initial EBAS team conference and provide a basis for formulating instructional goals.

Skill or performance analysis is the determination of the degree to which the learner has mastered a given learning task. Specifically, skill analysis identifies the skill and subskills the learner has mastered, and those skills and subskills still to be mastered. From such an analysis, instructional objectives become apparent.

The process of skill analysis is not complicated. An analysis of skills can be obtained for any area--academic, correlate, or behavioral--listed on the assessment profile. The specific steps in the process follow:

1. A global skill or process is identified. Generally this skill or process represents an area of concern identified by you or the teacher.

Academic Areas Assessed	Weak 1	2	3	4	Strong 5	Level Grade	Age
Reading							
Word Recognition	X					2.3	
Oral Comprehension							
Silent Comprehension		X				3.3	
Listening Comprehension			X			4.2	
Arithmetic							
Arithmetic Computation			X			4.8	
Arithmetic Reasoning			X			4.5	
Spelling		X				3.8	

The preceding assessment profile tells you that this learner is reading at a level below what can be expected for his chronological age, with word recognition definite weakness. This information offers only limited information for actual instructional programming. However, it does identify reading as an area of concern. Thus, additional information about the learner's reading skills would be valuable to the team in specifying instructional goals.

2. The global skill is analyzed to identify the specific components. Textbooks, sequence and scope charts, rating scales, check lists, and diagnostic tests represent resources which identify and break down academic and social skills into their components or subskills. For example, components of the reading process, specifically word recognition, would include: left-to-right progression, recognition of initial sounds, sound blending, sound-symbol relationship, naming letters, and auditory discrimination.
3. The learner's performance on the components is assessed. Diagnostic tests, check lists, analysis of errors on achievement tests, informal testing procedures, and review of the learner's daily-classroom work or behavior can be used to assess the components of global skills or processes.

   Using the example given in the preceding step, an informal reading check list might yield the following results:

Skill	Mastery Poor	 Average	 Good
left to right progression			
names letters			
associates sound with symbol			
recognizes single initial consonants b __ k __ q __ w + d __ l + r + x __ f __ m __ s + y __ h + u __ t + z __ j + p __ v __			
blends a sequence of sounds into word			
discriminates phonemes in the initial ✓ medial ✓ final ✓ position			

Note: This example represents an abbreviated listing of the component behaviors of word recognition skills which would be assessed in an actual skill analysis.

4. Basic skills and subskills mastered are identified. Skills the learner in the preceding example has mastered are left-to-right progression, naming letters, auditory discrimination, and recognition of the following initial single consonants: h j, l, r, s, t, w, z.
5. Basic skills and subskills to be mastered are identified. Skills to be mastered by the learner in our example are sound-symbol association, recognition of the following single initial consonants--b, d, f, k m, u, p, q, v, x, and y -- and sound blending.

Basic skills and subskills mastered and those to be mastered are factors to be considered in instructional programming. Skills to be mastered are directly translated into instructional goals. For example, the basic subskill to be mastered of sound-symbol association becomes the following instructional goal:

Instructional Goal: To assist the student to associate the sound of consonants with their written symbols.

Skills mastered represent entry behaviors. They identify where instruction begins. These skills may also provide effective means for reinforcing instruction in the weak areas. In the preceding example, we know that the learner can discriminate sounds and name letters. Therefore, instruction begins with teaching him to actually associate the sound he hears with the letter he can name. Initial consonant sounds he does recognize can be used in presenting the concept of sound-symbol association.

The following examples of skill analyses are included to illustrate the various areas in which skill analyses can be done. Analyses have been done in each of the major areas usually assessed -- academic, correlate, social, and behavioral.

EXAMPLE 6.4.A. Skill Analysis for Arithmetic

Diagnostic Information

Stanford Diagnostic Arithmetic Test - Level 1, Form W

Test	Raw Score	Stanine
1. Concepts		
Number System, Counting	18	3
Operations	7	2
Decimal, Place Value	13	3
2. Computation		
Addition	10	1
Subtraction	6	2
Multiplication	Not Given	
Division	Not Given	
3. Number Facts		Rating
Addition		
Set 1	20	A
Set 2	20	
Subtraction		
Set 1	19	C
Set 2	11	

Total Scores:	Test	Raw Score	Grade Equivalent	Stanine
	1	38	2.5	2
	2 A & B	16	2.7	1

Review of the test items and identification of types of items correct and types of items incorrect yielded the following skill analysis:

Skills Mastered	Skills to be Mastered
Addition facts	Subtraction facts greater than 10
Subtraction facts through 10	Count by 2s, 5s, 3s
Cardinal numbers of sets of objects	Label points on a number line
Count forward by 1s through 100	Cumulative property of addition
Count forward by 10s through 100	Associative property of addition

Count backward by 1s.

Knowledge of the inverse relation of addition and subtraction

Write dictated numerals

Record correct numerals represented on an abacus

Add 2 place problems, no carrying

Subtract 2 place problems, no borrowing

Concept of place value in recording numerals (84 + 130 + 5 recorded as:
 84
130
 +5)

Addition of 2 and 3 digit problems with carrying

Subtraction of 2 and 3 digit problems with borrowing

EXAMPLE 6.4.B. Skill Analysis for Auditory Processing

Diagnostic Information

Goldman-Fristoe-Woodcock Test of Auditory Discrimination--
  Without noise subtest - (high)
  Noise Subtest - (low)
Wepman Test of Auditory Discrimination 10 x errors
Illinois Test of Psycholinguistic Abilities

Auditory Subtests	Scaled Score	
Auditory Reception	30	
Auditory Association	31	
Grammatic Closure	30	Mean scaled score = 36
Auditory Sequential Memory	25	
Auditory Closure	29	
Sound Blending	28	

Informal assessment:
Discrimination of gross sounds. Identify the sounds you hear:
  dog's bark +, kitten's meow +, hammering +, sawing +, door bell +, whistle +.
Following directions.
  + 1. Put the ball on the table.
  + 2. Close the door.
  - 3. Get the blue book on the table + and take it to Bob.-
  - 4. Bounce the ball 3 times +, then throw it to me.-
  - 5. Close the door, pick up the ball, bounce it 2 times and throw it to me.
What is your name? + Where do you live? +
Tell me the story of the Three Bears. Correct elements and sequence.

Skills Mastered

Can locate sound heard -- auditory focusing (Observation during testing)

Can identify sounds from non human sources -- (Auditory discrimination of gross sounds -- informal assessment)

Discriminates between words (Goldman-Fristoe-Woodcock)

Can follow directions -- one step, retelling story, information about self -- name, address

Understands what hears (ITPA-- auditory reception)

Classifies and identifies relationships in information presented auditorily (Auditory Integration -- ITPA).

Skills to be Mastered

Differentiate between letter sounds (auditory discrimination of phoneme (Wepman)

Identify stimulus sound through background noise or incomplete stimuli (Goldman-Fristoe-Woodcock-- auditory figure -- ground and ITPA).

Repeat auditory stimuli in correct sequence (ITPA -- auditory sequential memory).

Blend isolated sounds presented auditorily into a word (ITPA).

EXAMPLE 6.4.C. Skill Analysis for Social Skills

Results of Informal Rating Scale (designed to assess cooperation.)

Rating: Very Poo4 -- seldom or never suggests or exhibits ways of cooperation.

Low ratings -- holds out for his own way, brags about individual accomplishments, distracts other students during group projects, downgrades group accomplishments.

Average rating -- Ask to participate in group activities and projects, asks to share work but usually does it alone.

Skills Mastered

Asks to participate in group activities and projects

Exhibits an interest in group activities

Shares the work in group projects

Skills to be Mastered

Compromise

Work with others rather than alone

Minimize own accomplishments

Emphasis group accomplishments

EXAMPLE 6.4.D. Skill Analysis for Behavioral Area -- Completion of Assigned Tasks

Observation Information:

Quay Observation System

25/30 off tasks — behaviors recorded out of seat and 90 seated turn body.

Teacher comments: Bob doesn't sit in his seat for very long, doesn't raise his hand to receive permission to leave seat. He will return to his seat when called. When given a simple task on his level, he will work on it for 2 or 3 minutes then is up out of his seat and wandering around the room.

Skills Mastered	Skills to be Mastered
Comes when called and takes his seat	Remain in seat 5 to 15 minutes
Remains in seat 2 to 3 minutes.	Raise hand when wish to leave seat.
Attends to simple task on level for 2 to 3 minutes	Complete simple 5 minute task on his level.
	Complete complex 5 minute task on his level.

Summary

Skill analysis identifies skills and subskills mastered, and to be mastered. Steps in the analysis process follow:

(1) Identify the area of concern -- the global skill or process.
(2) Analyze the global skill to determine components (subskills).
(3) Assess the learner's performance on the components.
(4) Identify skills and subskills mastered.
(5) Identify skills and subskills to be mastered.

The results of skills analysis can be directly translated into instructional goals.

Skill analysis of areas of concern identified by you or the teachers are recorded on this section of the Educational Program Plan.

Skill Analysis (For Areas of Concern)

	Skills Mastered	Skills to be Mastered	*		Skills Mastered	Skills to be Mastered	*
Academic				Behavior			
Academic				Behavior			
Academic				Behavior			

Completion of this section will initially be based on your assessment findings and supportive or additional information provided by the referring and resource teachers. Since the referring teacher has been responsible for the learner's instruction in the designated areas, she will have some knowledge of the skills he has not mastered. In some instances, the Special Education teacher may have already begun working with the learner either on an informal basis or through a formal diagnostic teaching arrangement. Once EBAS becomes operational the special education and regular teachers will be able to provide evaluative feedback during the re-evaluation conference related to the subsequent skills to be mastered. They will also be able to indicate when a previously unmastered skill has been mastered. This information is recorded on the Educational Program Plan by placing a check (✓) in the starred column next to the skill. Additional skills to be mastered may be recorded at this time. Thus, actual completion of this section is progressive and represents a cooperative endeavor of the EBAS team.

EXERCISE 6.4. Completing a Skill Analysis

Directions:

Using the learner's responses on the following informal test of computation skills in arithmetic, identify the skills mastered (entry behaviors) and the skills to be mastered.

Instructional Areas: Arithmetic -- Addition and Subtraction

Addition

$$\begin{array}{r} 6 \\ +2 \\ \hline 8 \end{array} \qquad \begin{array}{r} 3 \\ +5 \\ \hline 8 \end{array} \qquad \begin{array}{r} 4 \\ +0 \\ \hline 4 \end{array} \qquad \begin{array}{r} 10 \\ +4 \\ \hline 14 \end{array} \qquad \begin{array}{r} 8 \\ +3 \; \text{|||} \\ \hline 11 \end{array} \qquad \begin{array}{r} 11 \\ +5 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 17 \\ +5 \; \text{||||||} \\ \hline 112 \end{array} \qquad \begin{array}{r} 21 \\ +15 \\ \hline 36 \end{array} \qquad \begin{array}{r} 17 \\ +62 \\ \hline 79 \end{array} \qquad \begin{array}{r} 11 \\ 12 \\ +8 \\ \hline 211 \end{array} \qquad \begin{array}{r} 43 \\ +8 \; \text{///} \\ \hline 11 \end{array} \qquad \begin{array}{r} 523 \\ +169 \; \text{///} \\ \hline 2 \end{array}$$

Subtraction

$$\begin{array}{r} 6 \\ -4 \\ \hline 2 \end{array} \qquad \begin{array}{r} 2 \\ -2 \\ \hline 0 \end{array} \qquad \begin{array}{r} 5 \\ -0 \\ \hline 5 \end{array} \qquad \begin{array}{r} 18 \\ -2 \\ \hline 16 \end{array} \qquad \begin{array}{r} 97 \\ -5 \\ \hline 92 \end{array} \qquad \begin{array}{r} 46 \\ -31 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline 13 \end{array} \qquad \begin{array}{r} 15 \\ -7 \\ \hline 12 \end{array} \qquad \begin{array}{r} 28 \\ -22 \\ \hline 06 \end{array} \qquad 6-5= \underline{0}$$

$$17 - 11 = \underline{\;60\;} \qquad 18 - 9 = \underline{\qquad\qquad} \qquad \begin{array}{r} 461 \\ -320 \\ \hline 141 \end{array}$$

$$\begin{array}{r} 176 \\ -36 \\ \hline 140 \end{array} \qquad \begin{array}{r} 252 \\ -88 \\ \hline 236 \end{array}$$

Skills Mastered:

Skills to be Mastered:

Responses to EXERCISE 6.4.

Skills Mastered	Skills to be Mastered
Addition facts through sums of 10	Addition facts for sums greater than 10
One-column addition problems	Concept of carrying in addition
Two-column addition problems not requiring carrying	Subtraction facts greater than 8
Subtraction facts through 8	Computation of subtraction problems presented horizontally
	Concept of borrowing in subtraction
	Subtraction problems containing a two-digit upper number and a one-digit lower number

COMPLETING THE INSTRUCTIONAL STRATEGIES SECTION

6.5. What information is recorded by the EBAS team in completing the Basic Instructional Strategies section of the Educational Program Plan?

Basic instructional strategies refer to procedures which facilitate the learner's ability to benefit from instruction. Strategies differ from activities in that they are not goal related, but rather learner related. These procedures are not restricted to specific goals or designated activities. Thus, they are applicable to all instructional goals specified for a particular learner and represent basic considerations in the selection and/or development of activities and materials designed to meet the learner's needs.

Instructional strategies can be divided into two categories based on their implications for the instructional process -- strategies for managing instruction and strategies for presenting instruction.

Strategies for managing instruction refer to those procedures which assist the teacher in organizing instruction, feedback, and the instructional environment for the learner. Suggested strategies included in this category are modification of the learner's physical environment through the use of study carrels and quiet corners, use of various instructional arrangements including small group instruction, independent activities, one to one instruction, peer tutoring, and motivational techniques such as, modifications of time requirements through the variation of types of activities and planned interruptions, type of reinforcement, and reinforcement systems including token economies and contingency contracting (work contracts).

Strategies for presenting instruction refer to instructional procedures, techniques, and media designed to engage the learner's attention and interest on the learning task. Instructional procedures and techniques include unit teaching, individualized instruction, utilization of a multisensory approach, use of the preferred modalities (the communication modality for input that maximizes the learner's reception of information and for output that maximizes the learner's appropriate response), group projects, practical situations, and method of presentation. Strategies related to the use of media include the use of concrete or manipulative materials, programmed materials, game formats for activities, teaching machines, and audio-visual equipment. Specific materials or programs are not necessarily specified but types or approaches are suggested.

The strategies listed here by no means exhaust the strategies available for enabling a learner to profit from instruction. The preceding examples have been included to clarify the type of information recorded in the Basic Instructional Strategies section of the Educational Program Plan.

Basic Instructional Strategies

Strategies for Managing Instruction (Motivational Techniques, Arrangements, Physical Environment)
Strategies for Presenting Instruction (Instructional Procedures and Media)

Basic instructional strategies effective for a particular learner are identified cooperatively by you and other members of the EBAS team. You and the referring teacher have knowledge of the learner's significant characteristics and needs while the resource teacher possesses knowledge of instructional strategies effective for specific types of learners and learning problems.

Summary

The following chart summarizes basic instructional strategies.

Figure 8

Basic Instructional Strategies

STRATEGIES FOR MANAGING INSTRUCTION	Reinforces Reinforcement Systems and Motivational Techniques	Variation of types of activities Planned interruptions Shortened assignments Social Interaction Manipulatives Activities Tokens Feedback Intrinsic Motivation Token economics Contingency Contracting Work Contracts
	Arrangements	Small group instruction One-to-one instruction Peer tutoring
	Physical Environment	Study Carrels Cubicles Quiet Corners Amplification Equipment
STRATEGIES FOR PRESENTING INSTRUCTION (continued)	Instructional Procedures and Techniques	Individualized instruction Fernald V-A-T-K Multisensory Approach Modality Preference -- Input: Visual Auditory Tactile Kinesthetic Combination Output: Vocal Motor Group Discussion Method of Presentation Provide Self-instructional Material Explain — describe the objective or process Command -- "come here." "What is the answer?"

STRATEGIES FOR PRESENTING INSTRUCTION (continued)		Demonstrate -- show desired performance Combined Projects Unit Teaching Practical Situations
	Instructional Media	Large Print Books Programmed Materials Game Format Teaching Machines -- controlled readers Systems 80 Audio-visual equipment Overhead transparency Filmstrips Language Master Audio Flashcard Reader Manipulatives

Basic instructional strategies are specific to the learner and are determined from information concerning significant learner characteristics. These strategies do not represent instructional goals, activities or materials but are procedures which facilitate the learner's ability to profit from the instructional process.

COMPLETION OF THE INSTRUCTIONAL PROGRAM SECTION

6.6. How will the team complete the Instructional Program section of the Educational Program Plan?

As the EBAS team formulates the learner's instructional program, planning decisions will result in the specification of certain educational objectives.

Specification of Educational and Instructional Goals

The instructional program you and the other EBAS team members will develop for the learner contains three levels of educational objectives -- (1) long-range objectives designated on the Educational Program Plan as year-long educational program directions; (2) middle-range objectives designated as instructional goals on both the Educational Program Plan and the Teacher's Instructional Plan; and (3) short-range or immediate objectives designated as instructional objectives on the Teacher's Instructional Plan.

In EBAS, year-long program directions refer to goals established by the EBAS team which guide the learner's total instructional program. In part, these reflect the general goals for all learners developed by state education agencies and local districts. Yearly program goals may designate achievement of skills necessary for the learner to be ultimately successful in his functional environment. These may include such areas as functional language and mathematics, interpersonal relationship skills, and skills required to carry out one's responsibilities as a citizen in the larger society. These general educational goals remain constant as the learner progresses through the educational system and thus represent terminal behaviors projected beyond one year.

While these general goals underlie every learner's instructional program, the emphasis in EBAS is on the development of more specific year-long program directions derived from assessment information about the particular learner. Based upon information concerning the learner's estimated overall ability and identified strengths and weaknesses, priority instructional areas are identified. Priority instructional areas are those areas designated by the EBAS team to receive major emphasis during the year. Terminal behaviors or goals stated in general terms, are specified for these areas. These specified goals indicate the directions this learner's total instructional program will take during the year. Thus, year-long educational directions reflect the major emphasis designated for the learner's total instructional program.

Instructional goals specify the direction and latitude of the teacher's instruction. In EBAS instructional goals do not pertain to the student's total program, for year-long program directions have been previously specified. Instructional goals will pertain primarily to areas of concern. Each set of specified goals should cover a three-month instructional period. Obviously this represents an estimate. In EBAS, instructional goals are derived from two sources. Initially, your assessment results of the learner's performance on the component behaviors of designated areas of concern are directly translated into instructional goals. Once EBAS is in use and the teachers are using the TIP form, information on student performance regarding designated goals routinely becomes available.

Each instructional goal represents a point of departure from which more specific and complete instructional objectives can be developed. This will occur when the Teacher's Instructional Plan forms are completed. Instructional objectives refer to enabling or enroute objectives which directly relate to the instructional goal. This level of objective development represents the specification of successive approximations of the instructional goal.

The specification of instructional goals and objectives requires the EBAS team to establish priorities for the student's learning. Of the many goals which can be identified for a particular learner as a result of assessment information and curriculum guidelines, a decision must be made concerning which goals will receive instructional emphasis. Priority instructional areas are identified in determining year-long educational program directions. In the specification of instructional goals for the three-month instructional period, it is evident that selection of a few goals (6 to 8) for extensive development is both practical and efficient. Although other goals will receive less extensive development, priorities must be established as to which goals form the primary basis for instruction for each designated period.

Determination of Program Directions and Instructional Goals

In establishing priorities for the learner's instruction, two factors are considered -- (1) the degree of educational relevance of the area or goal for the learner and (2) the degree to which the area or goal is critical to the learner's progress.

Program directions and instructional goals forming the basis for the learner's active instructional program must be educationally relevant for the particular learner. Relevance is determined in terms of the learner's specific instructional needs. Instruction on the appreciation of American literature, while a valid instructional area and goal, has limited educational relevance for the learner who is experiencing difficulty in reading and is two or more years below grade level expectancy. The degree to which the area or goal is designed to facilitate the learner's effective functioning in whatever situation is appropriate for his needs, i.e., regular class, resource room, determines the educational relevance of the area or goal. For example, social adjustment rather than academic skills may represent a priority instructional area as appropriate classroom behavior will facilitate the learner's later acquisition of academic skills. Thus, the following question can be asked in determining the educational relevance of an area or goal for a learner: Will mastery in this area or of this goal facilitate this learner's successful functioning in whatever situation is most appropriate for his educational needs?

The second factor considered is the degree to which the area or goal is critical to the learner's progress. It is necessary to determine which of the areas identified and which of the goals specified within an area are most critical to the learner's progress. The following guidelines provide a basis for identifying critical behaviors or goals:

1. Area of concern (weakness or inappropriate behavior): The area or goal identified represents an area of concern relative to the learner's instruction.
2. Degree of weakness or inappropriate behavior: Several areas of weakness or several weak skills within an area may be identified. Therefore, the severity of the weakness becomes the critical factor.
3. Interrelationship of weaknesses or skills: Weaknesses in one area or one cluster of subskills may be affecting other areas. For example, difficulties in reading may affect other subject matter areas requiring reading.

4. Prerequisite areas or skills: The area or goal(s) represent prerequisites for subsequent learning. The instructional goals, "to assist the learner in computing simple one-digit addition problems and to assist the learner in understanding the concept of place values" are prerequisites for the subsequent instructional goal: "to assist the learner in computing two-digit addition problems requiring carrying."

Using the preceding guidelines as points for discussion, the team can identify program directions and instructional goals which represent priorities for the learner's instructional program.

Summary

Two levels of educational objectives are included on the Educational Program Plan.

1. Year-long Educational Program Directions -- long-range objectives
2. Instructional Goals -- middle-range goals

The third level of educational objectives, instructional objectives, are specified on the Teacher's Instructional Plan which is discussed in Chapter 7. Appendix C, Instructional Objectives, provides a resource for the specification of objectives at this level.

In specifying program directions and goals, priorities must be established. Factors to consider in establishing instructional goals follow:

1. The degree to which mastery of the goal will facilitate the learner's effective functioning in situations appropriate for his educational needs.
2. The degree to which the goal is critical to the learner's progress.
   Is it an area of concern?
   Is the weakness in this skill area severe?
   Is the weakness in this skill area affecting other skill areas?
   Is mastery of this goal or area a required prerequisite for subsequent relevant goals?

Priority year-long educational program directions and initial priority instructional goals are specified by the EBAS team during the initial EBAS conference. These are recorded on Side 3 of the Educational Program Plan.

Instructional Program

Year-Long Educational Program Directions	
Instructional Goals First Three Months ______________ to ______________	
Instructional Goals Second Three Months ______________ to ______________	
Instructional Goals Third Three Months ______________ to ______________	

Comments:

Subsequent instructional goals and objectives are identified and recorded at the Re-Evaluation Conferences conducted at the three-month intervals. The specification of appropriate instructional goals and objectives is crucial because objectives become the basis for the presentation of the instructional program.

COMPLETION AND DISSEMINATION PROCEDURES

6.7. What are the steps for completion of the form and dissemination procedures?

The Educational Program Plan form is collectively completed by the EBAS team at the initial conference following the ARD committee's determination of pupil eligibility and instructional placement. The educational implications of the available assessment and instructional information are discussed and lead to the development of the learner's initial instructional program. This cumulative information is recorded on two Educational Program Plan forms. You, the support teacher, and the regular teacher each complete a form.

The sequence of steps for completing the Educational Program Plan follow. Starred * steps designate the procedures for which you have primary responsibility and/or input. Two starred ** steps represent team decisions and input.

*Step 1 - Record identification information on side 1 and the tab on side 2 of three Educational Program Plan forms. This could be done immediately following the ARD committee staffing as the necessary information would be available.

*Step 2 - Record assessment findings on the assessment
* profile on side 2 of the form.

**Step 3 - Record the results of skill analysis for areas of concern identified by you and the teachers--it is suggested that both academic and social behavior areas be considered.

**Step 4 - Specify and record basic instructional strategies for managing and presenting instruction.

**Step 5 - Identify and record year-long educational program directions.

**Step 6 - Identify and record 6 to 8 priority instructional goals for the initial three-month instructional period.

Following this initial EBAS conference, completed Educational Program Plan forms to go to the support teacher and regular teacher who use them as the file divider in the student EBAS record. The other completed form you keep and file in the records you are responsible for maintaining on the student for the ARD committee.

At this point, the Educational Program Plan is complete until subsequent EBAS re-evaluation conferences. At that time additional evaluative information, including skills which have been mastered, new skills to be mastered, additional instructional strategies, and the instructional goals specified for the subsequent three-month instructional period will be recorded.

7.0 Teacher's Instructional Plan

Pupil Name:
Teacher Name:
Instructional Area:
Date Started
Date Stopped
Instructional Goal: To assist the student in
No.

TEACHER'S INSTRUCTIONAL PLAN

Instructional Goal

To assist the student in:

Objective Code No.		Objective met as stated	Made Progress	No obserable progress	Carry over objective immediately	Carry over objective later	Drop objective	Learn pre-requisite skills	Objective too different	Unavailable items	Obj. unimportant	Lost interest	New Objective
Check for Summary Assessment	The student will be able to:	1	2	3	4	5	6	7	8	9	10	11	12
		Comments:											
Check for Summary Assessment	The student will be able to:	1	2	3	4	5	6	7	8	9	10	11	1
		Comments:											
Check for Summary Assessment	The student will be able to:	1	2	3	4	5	6	7	8	9	10	11	1
		Comments:											
Check for Summary Assessment	The student will be able to:	1	2	3	4	5	6	7	8	9	10	11	1
		Comments:											
Check for Summary Assessment	The student will be able to:	1	2	3	4	5	6	7	8	9	10	11	1
		Comments:											

Carry Over Objectives:

Check for Summary Assessment	The student will be able to:	1	2	3	4	5	6	7	8	9	10	11	1
		Comments:											
Check for Summary Assessment	The student will be able to:	1	2	3	4	5	6	7	8	9	10	11	1
		Comments:											

Copies sent to:	Pre	Post	Review & Return	Information Only
Regular Class Teacher	☐	☐	☐	☐
Special Education Teacher	☐	☐	☐	☐
Parent	☐	☐	☐	☐
Diagnostician	☐	☐	☐	☐
Principal	☐	☐	☐	☐
Student	☐	☐	☐	☐
Other	☐	☐	☐	Date ___/___/___

Side 1

TEACHER'S INSTRUCTIONAL PLAN

7. To assist the diagnostician in becoming familiar with the Teacher's Instructional Plan.

The Teacher's Instructional Plan (TIP) form, consisting of a two-part foldout file folder, is the basic component of the Educational Based Appraisal System. It is the second of the two forms used in the activation of the system. The EBAS team completes the initial TIP form during the first EBAS team meeting. This form designates the student's initial instructional sequence, through the specification of one instructional goal and a cluster of five instructional objectives.

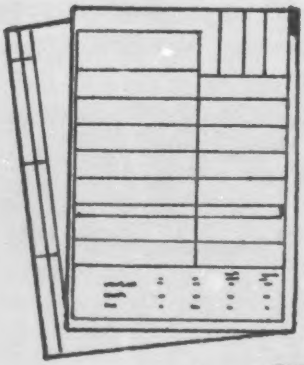
Once the teacher implements EBAS, it is on this form that instructional goals, objectives, activities, sample items, materials, reinforcers, and evaluation data are specified. This form is designed to facilitate its distribution to you, other teachers, parents, and the student through the use of a self-carboning overlay.

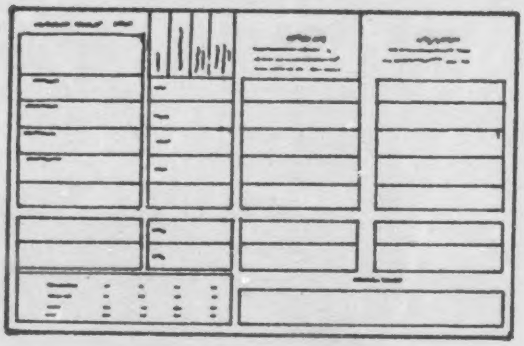
A sample Teacher's Instructional Plan form is provided at the beginning of the chapter. It is suggested that you look over it briefly to gain an overall concept of the form prior to continuing. The remainder of this chapter will describe each area. You will probably find it helpful to occasionally refer back to this sample form as you proceed through the chapter to view each section relative to the total form.

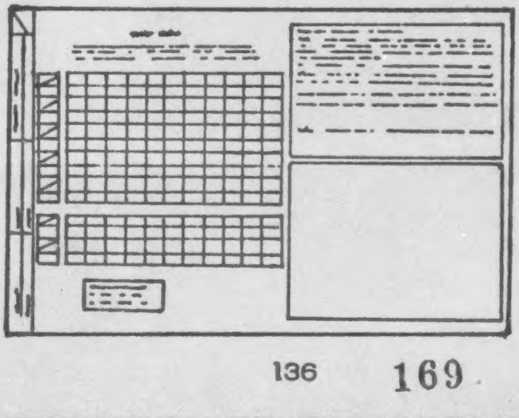
DESCRIPTION OF THE TEACHER'S INSTRUCTIONAL PLAN

7.1. What areas are contained in the Teacher's Instructional Plan?

The Teacher's Instructional Plan is a two-part file folder containing four working surfaces.







Side 1 - statement of goals and objectives
Side 2 - statement of activities, materials, and reinforcers
Side 3 - profile grid
Side 4 - notes to the teacher

Side 1

Side 1 is the area on which the team initially and later the teachers independently will initially specify the student's instructional plan, beginning with the blocked off tab on the extreme left side of the folder.

The lower end of the tab is for recording the student's name and the teacher's name.

In the center of the tab, the instructional area and the dates the TIP plan was begun and completed will be entered.

The final area of the tab at the extreme upper left hand corner is for recording the instructional goals and corresponding instructional goal code number. There is no systematic coding number system for the instructional goals. Instead, the instructional goal number represents the goal number in the sequence of student goals. If this is the first Teacher's Instructional Plan form for the student then the goal number is 1. Another student may work on the same goal later. If it is this student's third goal, then for this student the goal number is 3. A stem, "To assist the student in," is provided in the instructional goal space in order to facilitate a consistent format among instructional goals.

Pupil Name:	Instructional Area:		Instructional Goal:	No.
			To assist the student	
Teacher Name:	Date Started:	Date Stopped:	in	

The area in the center of side 1 is assigned to the restatement of the instructional goal with the instructional objective statements following beneath.

Focusing on the left hand perimeter of this central area is an objective coding column. Here the team records the numeral assigned to an instructional goal which they have already recorded on the tab after either selecting a cluster from the bank or writing it themselves. This number is followed by a decimal, then a second numeral which indicates the sequence of the instructional objectives within the cluster. For example, if instructional goal number 6 was selected from the bank, a 6 would be entered both on the tab and in the coding boxes. Following each numeral is a decimal and a number indicating the objective sequence within the cluster.

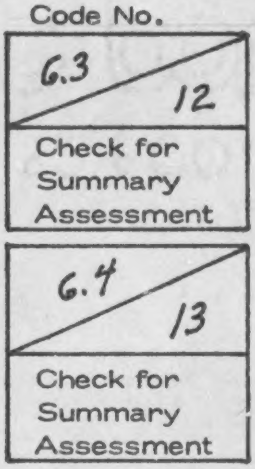
Instructional Goal

To assist the student in:

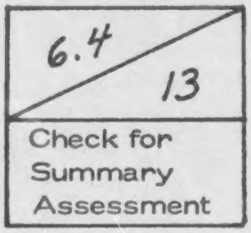
6

6.1 Check for Summary Assessment	The student will be able to:
6.2 Check for Summary Assessment	The student will be able to:
6.3 Check for Summary Assessment	The student will be able to:
6.4 Check for Summary Assessment	The student will be able to:
6.5 Check for Summary Assessment	The student will be able to:

The second area in the coding column underneath the slash indicates the objective's position in the student's entire instructional sequence. At any time, one glance will tell you how many objectives have been attempted thus far.


Code No.
6.3
12
Check for Summary Assessment
6.4
13
Check for Summary Assessment

The box below is for checking objectives for future use in summary assessment. As objectives are encountered which appear to be relevant to the student and exhibit high priority in his instructional program, they are tagged by placing an X in the summary box.


6.4
13
Check for Summary Assessment

To the right of the code number is an area for stating the instructional objectives. A lead-in statement, "the student will be able to," is included here also to provide uniformity and reduce time consuming recopy work.

The student will be able to:

The student will be able to:

The student will be able to:

The student will be able to:

The student will be able to:

The area at the extreme right of side 1 is for rating the pupil's performance on each objective. The 12 selections are divided into three distinct categories: what happened to the instructional objectives, what the teacher is going to do next, and why. One box in the first category will always be marked--either box 1, 2, or 3--what happened. If the child did not meet the objective (box 3 is checked) or made progress (box 2 is checked), one box in the next category will be completed--either box 4, 5, or 6 -- what to do next. If the objective has either been dropped (box 6 is checked) or the teacher plans to carry it over at a later time (box 5 is checked) as many of the boxes in the next category as appropriate will be completed -- Boxes, 7, 8, 9, 10, 11, and 12 -- why the objective is not being continued. Limited space is provided below the ratings for comments. Other reasons for not continuing with objectives that are not listed in boxes 7-12 are included in the comments. After completing each instructional objective, simple X the appropriate box. Limited space is provided below the rating for your comments.

TEACHER'S INSTRUCTIONAL PLAN

Instructional Goal

To assist the student in:

The student will be able to:

Objective met as stated	Made Progress	No obserable progress	Carry over objective immediately	Carry over objective later	Drop objective	Learn pre-requisite skills	Objective too different	Unavailable items	Obj. unimportant	Lost interest	New objective
1	2	3	4	5	6	7	8	9	10	11	12

Comments:

The second area two-thirds down side 1 is for recording "carry over objectives." That is an instructional objective which for some reason was not met and has been re-inserted into a later Teacher's Instructional Plan.

Carry Over Objectives:

The student will be able to:

1	2	3	4	5	6	7	8	9	10	11	12

Comments:

The student will be able to:

1	2	3	4	5	6	7	8	9	10	11	12

Comments:

The final area at the bottom of side one is for indicating who received copies of the instructional objectives and the date they were distributed. Again, a check mark is all that is required to complete this area.

Copies sent to:	Pre	Post	Review & Return	Information Only
Regular Class Teacher	☐	☐	☐	☐
Special Education Teacher	☐	☐	☐	☐
Parent	☐	☐	☐	☐
Diagnostician	☐	☐	☐	☐
Principal	☐	☐	☐	☐
Student	☐	☐	☐	☐
Other	☐	☐	☐	☐

Date ____________

Summary

In summary, side one of the Teacher's Instructional Plan includes areas for recording the following data:

1. student's name
2. subject area
3. instructional goal
4. instructional goal and instructional objective code numbers
5. student code number indicating instructional sequence
6. instructional objectives
7. comments
8. objective rating
9. carry over objectives
10. to whom copies are distributed

Side 2

Side 2, as it lays when folded out, and viewed jointly with side 1, constitutes a description of the instructional plans. Side 2 is divided into three areas: Activities, Materials, and Reinforcers. Refer to page 142-a, 142-b, 143.

Column 1: The first column, at the left of side 2 provides space for the teacher to record specific teaching activities to be used in meeting the instructional objectives along with sample items for measuring attainment. Also contained in this area are two spaces for indicating the effectiveness or ineffectiveness of each activity. Refer to left side of page 142A

The area under the activity column toward the bottom of side 2 (on the same line as the carry over objective on side 1) is for recording teaching activities specific to the carry over objectives. Refer to right side of page 142a

Column II: At the right of side 2 space is provided for identifying materials which coordinate with the previously described activities. Again, some guidelines for the teacher and checks for effectiveness are included. Toward the bottom (as with activities) is space for describing materials particular to the carry over objectives. Refer to top of page 143.

Activities

1. Do the activities appear meaningful and appropriate to the students ability level?
2. Did you use sufficient narrative to make the activities usable by other teachers?
3. Are the activities listed in the sequence that you would anticipate using them?

	Effective	Non effective

Carry Over Objectives:

Material	Activity	Social	Token	Reinforcers Use this area to describe reinforcers which may be used with the above activities. 1. Does the reinforcer(s) relate to the target behavior described in the instructional objectives? 2. Did you check a category of reinforcers, then further describe it?	Effective	Non Effective

MATERIALS

1. Did you include commercial and teacher made materials?
2. Do the materials appear appropriate to the described student's ability and interest levels?
3. Are the materials available, if so, from what source?

	Effective	Non effective

The first area at the extreme bottom of side 2 is assigned to the description of reinforcers a teacher might use to enhance the behaviors described in the instructional objectives. Four categories of reinforcers typically used in classrooms are listed. It is only necessary to check (√) the appropriate box. The remaining area is for a more precise description of the reinforcement system used. The reinforcer section is smaller than the activity and materials section as it is assumed that a similar reinforcement system, as found to be most effective, would likely be used for several activities. Sides 1 and 2 provide space for the delineation of instructional goals and objectives, paralleled with instructional activities, materials, and reinforcers.

Summary

In summary, side 2 of the Teacher's Instructional Plan includes areas for recording the following data:

1. activities
2. materials
3. reinforcers
4. checks for effectiveness of 1, 2, and 3 above
5. carry over activities, materials, reinforcers, and their effectiveness.

Side 3

Side 3, the cluster profile, is located on the inside left of the Teacher's Instructional Plan.

Pupil Name
Teacher Name

Instructional Area:
Date Started
Date Stopped

Instructional Goal To assist the studen
No.

CLUSTER PROFILE

Use the Cluster Profile to record the number of lessons devoted to each objective. The result is a time line description of objective progress. Use the key at the bottom to code the status of the final lesson in each profile. Start with lesson one at the left of the grid. Extend a line along the center of each grid to the intersection representing the final lesson.

Objective Code No.	1	2	3	4	5	6	7	8	9	10	11	12
Check for Summary Assessment												
Check for Summary Assessment												
Check for Summary Assessment												
Check for Summary Assessment												
Check for Summary Assessment												

Lessons

Carry Over Objectives:

	1	2	3	4	5	6	7	8	9	10	11	12
Check for Summary Assessment												
Check for Summary Assessment												

Lessons

S – Objective Satisfied
D – Objective Dropped
C – Objective Carried Over

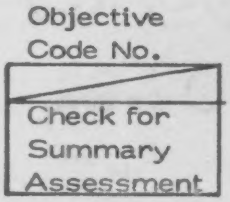
Side 3

The cluster profile is used for indicating when each instructional objective is satisfied or dropped. This results in a time line record of performance by using the number of lessons as a reference. The teachers draw a line along the center line of each grid, stopping on the intersection which represents the final lesson. A lesson is defined as being any meaningful attempt to instruct.

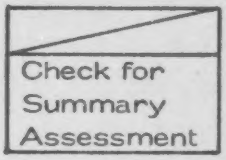
Directly below the profile is a key to the symbols used by the teacher to chart progress specific to each instructional objective.

S - Objective Satisfied
D - Objective Dropped
C - Objective Carried Over

The boxes at the left of the profile are the same coding boxes used for the instructional objective numbers. This allows the same numbers to be used to describe both the instructional objectives on page 1 and the corresponding profile on page 3.



Finally, the box directly beneath each coding box is for tagging objectives which will be compiled at a later date to yield a summary assessment instrument.



Summary

In summary, side 3 is used for recording the following data:

1. when an objective was satisfied
2. when an objective was dropped
3. when an objective was carried over
4. the instructional objective code number
5. objectives selected for summary assessment

Side 4

The fourth side of the Teacher's Instructional Plan is composed of a narrative and a set of guidelines to serve as a checklist in the implementation and utilization of the Teacher's Instructional Plan. As the team or the teacher independently completes and distributes each instructional plan, side 4 can be used as a resource. Directly below the guidelines is a space reserved for specific notes regarding the plan, the student's performance, reminders, etc.

General directions for using the Teacher's Instructional Plan:

Side 1 includes the instructional goal and the cluster of five instructional objectives. You may select the clusters from the EBAS Objective Bank as a reference. Also on page 1 is a rating for reporting what happened to each instructional objective. Complete the rating by placing an X over one number in each of the three sections representing (1) what happened, (2) what will happen next, and (3) why.

As carbons are made and distributed, indicate the recipient of each with a check at the bottom of side 1.

Side II includes a description of the instructional activities and materials you plan to use in meeting the instructional objectives. Following instruction, each activity and material is evaluated in terms of their effectiveness by placing an X in the appropriate column.

Reinforcers are described at the bottom of side 1.

Side III includes the "Cluster Profile," a graphic illustration of the student's performance on the instructional objectives.

The box beneath each instructional objective code number is used to tag objectives for summary assessment.

Side IV includes space for recording your comments throughout the instructional period.

NOTES:

The preceding description of the Teacher's Instructional Plan is intended only as an overview. You, as a diagnostician, are not directly responsible for independently completing this form. Familiarity with its contents and their functions will assist you in determining relevant assessment information to transmit to the teacher in providing support in the initial completion of the form as a member of the EBAS team, and in providing subsequent consultation in the use of EBAS.

Appendix C, Instructional Objectives, has been included as a resource for you in assisting teachers in developing the cluster of objectives recorded on this form.

DESCRIPTION AND USE OF THE TEACHER'S INSTRUCTIONAL PLAN OVERLAY

7.2. What is the Teacher's Instructional Plan Overlay?

In your role as diagnostician, you will probably assume the responsibility of monitoring the student's progress and determining the effectiveness of his educational plan. Thus, it is essential that you remain in close communication with the teachers using EBAS concerning the student's instructional program. To facilitate this communication, without placing undue demands on either you or the teachers, a self-carboning overlay will be provided for the first page of the Teacher's Instructional Plan.

The self-carboning overlay will serve several purposes. One, this form will eliminate the need for time consuming recopying. The number of overlays needed for dissemination can be completed simultaneously as each Teacher's Instructional Plan form is completed by the team or by the teacher independently. Refer to page 135.

Secondly, the bottom half of the overlay will include provisions for indicating the recipient of the information and for specifying the intended use to be made of it.

Copies sent to:		Pre	Post	Review & Return	Information Only
	Regular Class Teacher	☐	☐	☐	☐
	Special Education Teacher	☐	☐	☐	☐
	Parent	☐	☐	☐	☐
	Diagnostician	☐	☐	☐	☐
	Principal	☐	☐	☐	☐
	Student	☐	☐	☐	☐
	Other	☐	☐	☐	☐

Date ___/___/___

Periodically (as new clusters of objectives are specified), the teachers using EBAS will be sending you a copy of the student's completed TIP form and in certain cases when deemed appropriate, a copy of his new instructional goal and objective cluster. This information should be reviewed as requested on the lower half of the overlay. Copies of the overlay for your information only, do not require review or reply and are filed with the student's Educational Program Plan. This procedure assists you in maintaining records on the student's instructional program for the ARD committee. This same form may also be sent requesting you to evaluate the content and return the form with comments and recommendations.

This self-carboning overlay will also facilitate communication among the student's immediate instructional personnel, i.e., regular teacher, support teacher, speech therapist, and so on. However, its use is not limited to those directly responsible for the student's instructional program. It will generally be agreed that communication with parents and students is as vital as communication with other instructional personnel. As a result, the forms are also applicable as a method of informing parents and students of instructional goals and objectives. This latter use will generally be to provide information only. However, there may be occasions when the parents' response may be valuable.

Summary

A self-carboning overlay designed to yield copies of the front page of the Teacher's Instructional Plan will be provided. Copies can be prepared without time consuming recopying by the teacher and disseminated to others directly involved in or responsible for maintaining records on the student's instructional program.

DISSEMINATION PROCEDURES

7.3. What are the dissemination procedures for the Teacher's Instructional Plan?

The first Teacher's Instructional Plan form is completed in conjunction with the Educational Program Plan form by the EBAS team during the initial EBAS conference. The first cluster of objectives to be used with the student is recorded on the original form which goes to the Special Education teacher who implements the system. The diagnostician, regular teachers, and other designated personnel receive carbon copies of this initial objective cluster along with any suggested activities he will undertake. Since the regular teacher has also elected to participate actively in EBAS through using the Teacher's Instructional Plan forms and maintaining an EBAS record on the student, an additional cluster of objectives is specified by the EBAS team and is recorded on a new Teacher's Instructional Plan form. You and the support teacher also receive carbon copies of the regular teacher's TIP form.

Once EBAS is operational, each teacher using the TIP form forwards a self-carboning overlay of each completed and/or new objective cluster to you and each other. These copies are filed with your copy of the student's Educational Program Plan.

8.0 Summary Evaluation Report

SUMMARY EVALUATION REPORT

Current Date ___/___/___

Student's Name ____________________

School ____________________

Date of initial EBAS team conference ___/___/___

Date of most recent EBAS team conference ___/___/___

EBAS TEAM MEMBERS
Special Education Teacher ____________________
Regular Teacher ____________________
Diagnoatician ____________________
Other ____________________

Using Teacher's Instructional Plan Form
→ yes ☐ no ☐
→ yes ☐ no ☐

Number of additional personal contacts among teachers during the 3 month period: ______

Objective Inventory:

		No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carryover	No. of carryover objectives during 3 month period	No. of objectives dropped for current 3 month period
Regular Teacher	Reading				
	Math				
	Social Behavior				
	Other				
	sub-total				
Special Education Teacher	Reading				
	Math				
	Social Behavior				
	Other				
	sub-total				
	Total				

Code numbers of objectives found to be least difficult.

Code numbers of objectives found to be most difficult.

Comments: ____________________

Exceeded expectations regarding goals	Satisfied expectations regarding goals	Made progress but did not satisfy expectations regarding goals	Did not make progress toward expectations regarding goals
☐R ☐M ☐S	☐R ☐M ☐S	☐R ☐M ☐S	☐R ☐M ☐S

Key: R – Reading M – Mathematics S – Social Behavior

RECOMMENDATIONS:

Continue present placement ☐ Referral to ARD Committee for placement change or modification ☐ Referral to ARD Committee for reappraisal of eligibility ☐

EBAS TEAM COMMENTS:

Copies sent to:

SUMMARY EVALUATION REPORT

8. To assist the diagnostician in preparing summary reports on the student's progress.

One of your major responsibilities in the appraisal process is monitoring the continuous effectiveness of the learner's instructional placement and educational program by conducting three-month assessments of the learner's performance. The Educational Based Appraisal System provides a resource for fulfilling this responsibility. The concept of periodic retrieval of summary evaluation information is incorporated in EBAS. A three-month reassessment function is built into the system for the EBAS team. These summary assessments allow for consistent and periodic checks of the learner's progress directly related to his instructional program.

In EBAS, data for this summary assessment evolves from the sequential cumulation of the Teacher's Instructional Plans which are incorporated into the system. Based on what the student has been taught and presumably learned, the cluster summary assessment represents a short form achievement test constructed by the teacher. The accumulated information from these sources provides a basis for the formulation of summary reports by the EBAS team. These reports can be used as supplemental information to assist the team in reporting student progress, in modifying the student's educational program and instruction, and in making recommendations regarding placement.

The results of this periodic summary assessment are reported on the Summary Evaluation Report form. A sample form is provided at the beginning of this chapter. It is suggested that you look over it briefly to gain an overall concept of the form prior to continuing. The remainder of the chapter focuses on the completion and dissemination of this form. You will probably find it helpful to occasionally refer back to this sample form as you proceed through the chapter to view each section relative to the total form.

COMPLETION OF THE SUMMARY EVALUATION REPORT

8.1. How is the Summary Evaluation Report form completed?

A systematic and organized format for summarizing and reporting the results of summary assessment facilitates decision-making tasks for the EBAS team. It also allows for systematic feedback to the ARD committee. The Summary Evaluation Report form provides such a format for submitting pupil progress reports based on information derived from the EBAS Teacher's Instructional Plan.

The EBAS team jointly completes the Summary Evaluation Report form (during their re-evaluation conference) as the culminating activity for each summary assessment cycle. It is your primary responsibility as the appraisal member of the team to guide the team's discussion and to elicit input from the other team members in completing the form. Additional responsibilities include supplying the form and providing for the dissemination of the original form and needed copies to the appropriate sources. The reminder of this discussion focuses on the steps required for the actual completion of the Summary Evaluation Report.

The top section of the Summary Evaluation Report identifies the student and the EBAS team. Recording information on this section of the form is self-explanatory.

Refer to top section of page 150.

With one exception, you can complete this first section prior to the re-evaluation conference. That is, the number of additional personal contacts which occurred among teachers during the three-month period will need to be obtained from the teachers during the conference..

Actual summary information concerning the student's instructional program during the three-month period is recorded on the Objective Inventory section of the form.

Refer to bottom section of page 153.

Information pertaining to the scope and mastery of instructional objectives designated for the student is recorded on the grid located on the left of this section. This grid provides a frequency description of the student's instruction and progress relative to EBAS. Provision has been made in constructing the grid to allow input from both the regular teacher and the support teacher.

		No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carryover	No. of carryover objectives during 3 month period	No. of objectives dropped for current 3 month period
Regular Teacher	Reading				
	Math				
	Social Behavior				
	Other				
	sub-total				
Special Education Teacher	Reading				
	Math				
	Social Behavior				
	Other				
	sub-total				
	TOTAL				

Objective Inventory:

		No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carryover	No. of carryover objectives during 3 month period	No. of objectives dropped for current 3 month period
Regular Teacher	Reading				
	Math				
	Social Behavior				
	Other				
	sub-total				
Special Education Teacher	Reading				
	Math				
	Social Behavior				
	Other				
	sub-total				
	TOTAL				

Code numbers of objectives found to be least difficult.

Code numbers of objectives found to be most difficult.

Comments:

In the column located to the left of the grid, instructional areas (reading, math, social behavior, and other) in which EBAS may be used are specified. These identify the grid rows. Across the top of the grid, categories are specified which identify the grid columns.

When reviewing the Teacher's Instructional Plans which have been developed during the three-month period, the teacher* determines four things for each instructional area in which EBAS was used: (1) the number of objectives attempted, (2) the number of objectives completed including carry over objectives, (3) the number of objectives carried over, and (4) the number of objectives dropped for at least the current three-month cycle. Specific steps in recording this information on the grid follow:

1. The number of objectives attempted in each area is recorded in the appropriate space in the first column.

EXAMPLE 8.1.A.

Teacher A has attempted 4 clusters of objectives in reading and 5 clusters in social behavior with student A during the three-month period. As each cluster contains 5 objectives, the following information is recorded on the grid.

	No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carry over	No. of carryover objectives during 3 month period	No. of objectives dropped for current 3 month period
Reading	20			
Math				
Social Behavior	25			
Other				

EXAMPLE 8.1.B

Teacher B has attempted 4 complete clusters and is currently teaching toward the third objective in the next cluster in math. The number of objectives in this instance would be 20 (representing the 4 complete clusters) plus the 2 objectives in the current cluster that have been attempted with student B.

---

* In this context teacher refers to those actively participating in EBAS.

	No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carryover	No. of carryover objectives during 3 month period	No. of objectives dropped for current 3 month period
Reading				
Math	22			
Social Behavior				
Other				

EXAMPLE 8.1.C.

Teacher C has attempted 2 complete clusters in social studies. However, after exiting (terminating instruction prior to the objective being satisfied) the fourth objective of the next cluster, she decided not to attempt the fifth objective as it would be too difficult. This information would be recorded as follows:

	No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carryover	No. of carryover objectives during 3 month period	No. of objectives dropped for current 3 month period
Reading				
Math				
Social Behavior				
Other	14			

(Social Studies)

2. The number of objectives completed including carry over objectives in each instructional area is recorded in the appropriate space in the second column.

EXAMPLE 8.1.D.

Using EXAMPLE 8.1.A., the teacher noted that student A completed 15 of the 20 objectives attempted in reading and 10 of the 25 social behavior objectives. She also determined that three carry over objectives in reading were later satisfied while only two social behavior carry over objectives had been satisfied. This information would be recorded as follows:

	No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carryover	No. of carryover objectives during 3 month period	No. of objectives dropped for current 3 month period
Reading	20	18		
Math				
Social Behavior	25	12		
Other				

3. The number of objectives carried over in each instructional area is recorded in the appropriate space in the third column of the grid.

EXAMPLE 8.1.E.

Again using Teacher A as our example, it was determined that three objectives in reading were carried over. Five social objectives were also carried over. This information is recorded as follows:

	No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carryover	No. of carryover objectives during 8 month period	No. of objectives dropped for current 3 month period
Reading	20	18	3	
Math				
Social Behavior	25	12	5	
Other				

4. The number of objectives dropped for at least the current three-month cycle is recorded in the appropriate space in the fourth column of the grid. Dropped objectives refer to objectives which have been attempted but exited after having been determined inappropriate, objectives which were specified but not attempted, or objectives which have been carried over beyond the current three-month cycle.

EXAMPLE 8.1.F.

Teacher A determined that instruction had not been given on three carry over social objectives during the current instructional cycle.

	No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carryover	No. of carryover objectives during 3 month period	No. of objectives dropped for current 3 month period
Reading	20	18	3	0
Math				
Social Behavior	25	12	5	3
Other				

After the frequency information for each instructional area has been recorded, a sub-total is obtained for each objective category.

The preceding procedures are completed by each teacher actively using EBAS. The necessary information may have been determined prior to the re-evaluation conference but is recorded on the Summary Evaluation Report during the conference.

Following completion of this grid, the sub-totals for each objective category are added and the result is recorded in the TOTAL box.

The following chart and completed grid are included at this point to summarize the steps involved in completing the grid section of the Objective Inventory:

Step 1 Review the Teacher's Instructional Plans accumulated during the three-month period to determine
  (1) the number of objectives attempted
  (2) the number of objectives completed including carry over objectives
  (3) the number of objectives carried over within the current cycle
  (4) the number of objectives dropped for the current three-month cycle
for each instructional area in which EBAS is used.

Step 2 Record the number of objectives attempted in the first column.

Step 3 Record the number of objectives completed including carry over objectives in the second column.

Step 4 Record the number of objectives carried over in the third column.

Step 5 Record the number of objectives dropped for at least three months in the fourth column.

Step 6 Compute the sub-total for each objective category (grid column).

NOTE: The preceding steps are completed by each teacher who is actively participating in EBAS. This information is recorded on the Summary Evaluation Report form during the EBAS re-evaluation conference.

Step 7 Add the sub-totals for each column and record the sum in the TOTAL box.

	No. of objectives attempted during 3 month period	No. of objectives completed during 8 month period incl. carryover	No. of carryover objectives during 3 month period	No. of objectives dropped for current 3 month period
Reading				
Math				
Social Behavior				
Other				
sub-total				
Reading	20	18	3	0
Math				
Social Behavior	25	12	5	3
Other				
sub-total	45	30	8	3
TOTAL	45	30	8	3

A descriptive inventory is located to the right of the grid. It is composed of the certain objectives which comprised part of the student's instruction during the three-month instructional period.

Two categories of relevant objectives are designated -- (1) objectives found to be most difficult and (2) objectives found to be least difficult. After the teachers have identified relevant objectives for each of the categories, the pupil reference objective code numbers are recorded in the boxes on the form. Additional comments concerning either of these categories of objectives or the grid are recorded below the number boxes. Refer to bottom of page 150.

Located directly below the Objective Inventory is an area for rating the student's performance and indicating a subsequent recommendation.

Refer to page 160.

The following ratings are used to indicate pupil performance or progress:
- Exceeded expectations regarding goals
- Satisfied expectations regarding goals
- Made progress but did not satisfy expectations regarding goals
- Did not make progress toward expectations regarding goals

Exceeded expectations regarding goals	Satisfied expectations regarding goals	Made progress but did not satisfy expectations regarding goals	Did not make progress toward expectations regarding goals
☐R ☐M ☐S	☐R ☐M ☐S	☐R ☐M ☐S	☐R ☐M ☐S

Key: R – Reading M – Mathematics S – Social Behavior

RECOMMENDATIONS:

Continued present placement ☐

Referral to ARD Committee for placement change or modification ☐

Referral to ARD Committee for reappraisal of eligibility ☐

The student's performance is rated separately in each instructional area. The following key is provided at the bottom of the form:

R	reading
M	math
S	social behavior

The rating is recorded by placing a check (✓) in the appropriate box following the designated rating.

After having rated the student's performance, the team determines a recommendation concerning the student's placement to the ARD committee. Three options are available:

(1) continue present placement
(2) referral to ARD committee for placement change or modification
(3) referral to ARD committee for re-appraisal of eligibility

Once the team has considered the available evaluation and instructional information, their recommendation is recorded by checking (✓) the box next to their selection.

RECOMMENDATIONS:

Continue present placement ☐	Referral to ARD Committee ☐ for placement change or modification	Referral to ARD ☐ Committee for re-appraisal of eligibility

The final area of the Summary Evaluation Report provides space for recording additional comments the team may wish to include.

EBAS Team Comments:

Copies sent to:

Information which might be included follows:
(1) clarification of information contained in previous areas of the report
(2) anecdotal information
(3) special considerations

Space has been provided at the bottom of the form for designating to whom copies will be forwarded.

DISSEMINATION PROCEDURES

8.2. What are the dissemination procedures for the Summary Evaluation Report?

The Summary Evaluation Report contains the summation of the student's instructional program and a record of his progress for the designated three-month period. It provides a resource of information essential to those directly involved with the student's instruction. This form serves as a valuable resource to the ARD committee as they monitor the student's progress. The report can be used as partial evidence for determining the need for a change in placement and for determining his continued eligibility for special education services.

Following completion of the report by the EBAS team, the original copy of the Summary Evaluation Report is either forwarded directly to the ARD committee chairman or the report is presented by you during an ARD committee meeting. Should the EBAS team have recommended re-evaluation to determine continued eligibility or consideration of a possible change in placement, the report is accompanied by a Referral for Re-Evaluation cover page and reports of other assessment procedures or supportive information. This specific dispersal procedure may vary dependent upon procedures already established by your local district.

Three copies of this Summary Evaluation Report are retained by the EBAS team. You retain a carbon for the student's cumulative files, each teacher receives a copy for the student's EBAS record or file.

REFERRAL FOR RE-EVALUATION

8.3. What are the dissemination procedures of the Referral for Re-Evaluation?

The Referral for Re-Evaluation form is a single page form designated to serve as the cover page for referral information submitted to the ARD committee by the EBAS team. The form contains a routing designation and four major informational areas.

To: Admission, Review and Dismissal Committee

Referral for Re-Evaluation

Student's Name ______________________________

Date initially Placed in Special Education ______________________________

Current Placement ______________ ______________ ______________

Program Building Principal

______________________________ ______________________________

Regular Teacher Special Education Teacher

Date Placed in Current Placement ______________________________

Reason for Referral:

Forms Attached:

Summary Evaluation Report Form Objective Clusters Summary Chart

Additional Supportive Information:

Educational Based Appraisal Team

Educational Diagnostician ______________

Regular Teacher ______________

Special Education Teacher ______________

Date Submitted: ______________

The top left corner of the form contains the routing designation, TO: Admission, Review and Dismissal Committee.

Located directly below the form title is the first major informational area. This area contains student identification and placement information. The student's name, the date he was initially placed in special education, his current placement identified as to program, building, principal, regular teacher, and support teacher, and the date thestudent was placed in this current placement are recorded.

Below the placement information area, the reason for referral for re-evaluation is stated.

The final area on this form provides space to record information the team considers supportive of the need for re-appraisal. Located directly below the reason for referral area are two boxes in which you can indicate the EBAS summary reports which will be included with this cover sheet. Below this area is a larger area in which you can specify additional supportive information such as parent feedback, observational data, results of formal and informal assessment procedures, and samples of the student's work.

Lines are provided in the lower right corner of the form for the EBAS team members' signatures and the date the request was submitted.

This form is completed by the EBAS team at their three-month re-evaluation conference when evaluation data has indicated the need for reconsideration of the student's placement and/or re-appraisal of eligibility. This cover sheet along with the specified EBAS forms -- the Summary Evaluation Report -- and other supportive information are forwarded to the ARD committee for their consideration by you. A carbon copy of the request may be kept for your files.

Appendix A - Test Inventory

APPENDIX A

TEST INVENTORY

Under the general heading of "test inventory" are included a variety of things. There is a series of test descriptions. This is followed by two charts detailing the content of each test. Finally, there is a series of subtest descriptions.

The intent of this appendix is to assist you in becoming aware of various tests useful in the diagnostic process. There is sufficient detail available so that you will be able to select appropriate tests for assessing various skills. As much as possible, several procedures for assessing a particular skill are suggested.

The tests included in this resource by no means exhaust the list of quality tests available for use in the assessment process nor do they reflect tests which are specifically recommended by the practicum director. Rather, they are a representative sample of the assessment instruments currently utilized for assessing the particular skills identified. It is suggested that this appendix be used as a cumulative resource. Space has been provided at the end of each section and on the grids for you to include assessment instruments you are familiar with which are not included and to update this information source as new assessment instruments become available.

HOW TO USE THE TEST INVENTORY

The test descriptions, publisher's code, cost code, test content charts, and subtest descriptions are designed to be used as a coordinated package. As such they can be used in a variety of ways. One way to use them could be to start with perusal of the test descriptions. These descriptions give the following general information on the test: 1) test name, 2) publisher, 3) date of publication, 4) cost, 5) purpose, 6) the age group the test is appropriate for, 7) information on administration, 8) the time it takes for administration, and 9) the types of scores available from the test. All this information is directly on the test descriptions except the publisher and the cost. These are listed in code. By turning to the end of the test descriptions one can use the Publisher's Code and Cost Code to translate this information.

Once you have looked at the test descriptions you can move to the Test Content Charts to find out what specific subtests and skills are measured by particular tests. Finally, you can turn to the Subtest Descriptions to assist you in determining the precise definition of the subtests and skills found on the Test Content Chart.

While the above is a useful procedure, a more useful procedure is to start with the Test Content Chart. For instance, if you wish to assess auditory discrimination in a child you can turn to the Test Content Chart to find tests that will measure this skill. If you did this you would find that the Wepman Test of Auditory Discrimination and Goldman-Fristoe-Woodcock Test of Auditory Discrimination can be used. By turning to the Test Descriptions you would then have information on both these tests and could make a decision as to which would be most appropriate for your particular situation.

TEST DESCRIPTIONS

TESTS OF MENTAL ABILITY

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Detroit Tests of Learning Aptitude	B-MC	1967	B	Designed to meet the demand of psychologists whose task it is to solve children's learning problems in practical ways. It measures many special phases of mental abilities within a pattern of general intelligence	Preschool through high school.	Although comparitively simple to administer and to score, only those persons who are fully equipped by training to administer and interpret psychological tests can expect to obtain reliable and consistent results.	About one hour.	Mental age, I.Q., profile of mental abilities
Peabody Picture Vocabulary Test	AGS	1965	B	Designed to provide an estimate of a subject's verbal intelligence through measuring his hearing vocabulary. It has two equivalent forms of the test.	Preschool to Adulthood.	Requires no special preparation other than complete familiarity with the test materials	Untimed. Takes about 10-15 minutes.	Mental Age, I.Q., and percentile
Slosson Intelligence Test for Children and Adults	SEP	1963	A	A short intelligence test useful as an individual screening for both children and adults. An individual test.	About 3 years through adulthood.	Can be administered by teachers, social workers, soctors and others with a background in testing.	About 20-30 minutes.	Mental Age and I.Q

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Stanford-Binet Intelligence Scale (Form L-M)	HMC	1960		Designed as an individually administered test of general intelligence.	Appropriate for measuring people from age two through adulthood.	Must be administered by a person with background in testing and with training in the administration and scoring of this test.	About one hour	Mental Age, and I.Q.
Valett Developmental Survey of Basic Learning Abilities	CPP	1966	B	To provide an assessment of critical learning abilities that leads to remediation.	Ages 5-15.	Requires no special training in test administration. Individual administration.	60-70 minutes.	No scores or norms.
Wechsler Intelligence Scale for Children	PC	1949	D	An individually administered test of intelligence designed to measure verbal, performance and total I.Q.	Ages 2-7. May be used with slightly older children if used for remedial purposes.	Must be administered by a person with background in testing and with training in the administration and scoring of this test.	About one hour	Scaled scores for each subtest, for the verbal scale, performance scale and full scale. Also gives a verbal I.Q., a performance I.Q., and a full scale I.Q.

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores

TESTS OF ACHIEVEMENT

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
California Achievement Test	CTB	1957	A for each battery	A comprehensive battery designed to measure educational achievement and to provide an individual analysis of learning difficulties.	Lower Primary-Gr. 1-2 Upper Primary - Gr. 2.5-4.5 Elementary - Grades 4-6 Junior High - Gr. 7-9 Advanced - Gr. 9-14	Group administration. Requires no special training.	From 1½-3 hours, depending on level.	Grade placements and percentile ranks.
Iowa Tests of Basic Skills	HM	1955	A for each battery	A series of tests designed to measure the basic skills essential for success in any type of school work.	Multi-level edition Grades 3-9.	Group administration. Requires no special training.	From 4½-5 hours for the complete battery. Done in several sittings.	Grade equivalents and percentiles.
Metropolitan Achievement Tests	HBW	1959	B for each battery	A coordinated series of measures of achievement in the important skills and content areas of the elementary and junior high school curriculum. There are 5 different batteries, each for different grade levels.	Primary I - Gr. 1.5-1.9 Primary II - Gr. 2.0 - 2.9 Elementary - Gr. 3.0 - 4.9 Intermediate - Gr. 5.0 - 6.9 Advanced Gr. 7.0 - 9.9	Group administration. Requires no special training	PI - 1½ hrs PII - 1 3/4 hrs. Elem. - 2 3/4 hrs. Int. 4½ hrs. Adv. - 4½ hrs. Done in several sittings.	Standard scores grade equivalent percentile rank and stanine of each student

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Peabody Individual Achievement Test	AGS	1970	C	To provide a wide range screening measure of achievement in the area of mathematics, reading, spelling, and general information. Provides an overview of scholastic attainment. Individually administered.	Approximate for children in grades K - 12	No formal training is required	Untimed. Power test takes about 30-40 minutes to administer and score.	Raw scores, age and grade equivalents, age and grade percentiles. These are for each of the subtests as well as for the total test. Also allow for a profile.
Sequential Tests of Educational Progress	CTD	1963	B	A coordinated series of measures of achievement in the important skills and content areas of the upper elementary, junior and senior high school curriculum.	Level 1 - Gr. 13-14 Level 2 - Gr. 10-12 Level 3 - Gr. 7-9 Level 4 - Gr. 4-6	Group administration. No formal training is required.	From 1 - 1½ hours per test.	Percentile bands
Stanford Achievement Test	HBW	1964	B for each battery	A series of comprehensive achievement tests developed to measure the important knowledges, skills, and understandings commonly accepted as desirable outcomes of the major branches of the elementary curriculum. There are five batteries, each for different grade levels.	Primary 1 - Gr. 1.5 to 2.5 Primary 11 - Gr. 2.5 - 3.9 Intermediate 1 - Gr. 4.0 - 5.5 Intermediate 11 - Gr. 5.5 - 6.9 Advanced - Gr. 7.0 - 9.9	Group administration. Requires no special training.	From 2 - 6 hours, depending on level. Given in several sittings.	Grade scores, percentile ranks and stanines for each subtest.

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Wide Range Achievement Test	GA	1965	A	An individually administered standardized measure of achievement in the basic school subjects of reading, spelling, and arithmetic.	Level I - 5 years to 11 - 11 Level II 12-0 to adulthood	Not necessary to have formal training in test administration.	About 20-30 minutes.	Grade equivalents, standard scores, and percentiles for each subtest.

Test	ub.	Date	Cost	Purpose	Age Grou	Administration	Time	Scor

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DIAGNOSTIC TESTS

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Durrell Analysis of Reading Difficulty	HBW	1955	A	To discover weaknesses and faulty habits in reading which may be corrected in a remedial program.	Content of reading ability from non-reading to sixth grade ability. Appropriate for all age groups when used for clinical and remedial purposes.	Not necessary to have formal training in test administration.	about 30 - 90 minutes	Grade equivalents for each subtest. Also, provides a profile of abilities.
Gates-McKillop Reading Diagnostic Tests	TCP	1962		This test is designed to answer the questions of what particular reading skills, in a child, are underdeveloped and which are matured to a normal or superior degree. On the basis of results, an instructional program can be planned.	Content covered is inclusive of the elementary grades. However, it is appropriate for all levels when used for clinical and remedial purposes.	Individual administration. Not necessary to have formal training in test administration. It is suggested that the examiner have a background in reading	About 30-45 minutes.	Grade equivalents and ability ratings for each subtest.
Key Math Diagnostic Arithmetic Test	AGS	1971	C	Individual administered diagnostic assessment of skill in mathematics. Provides four levels of assessment, each more specific than the previous one. Prepares a foundation for tailoring an instructional program.	Preschool to Grade 6. However, it is appropriate for all age groups when used for clinical and remedial purposes.	Not necessary to have formal training in test administration.	About 30 minutes. Power test.	Grade equivalents for each subtest and for total test.

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Spache Diagnostic Reading Scales	CTB	1963	B	A series of integrated tests developed to provide a standardized evaluation of oral and silent reading skills, auditory comprehension and selected phonics skills.	For normal and remedial readers at the elementary school levels and for remedial readers at junior and senior high school levels.	Not necessary to have formal training in test administration.	About 30-45 minutes for administration and scoring.	Grade equivalents for instruction, independent and potential reading levels and for phonics skills. Also, analysis of oral reading errors.
Stanford Diagnostic Arithmetic Test	BHW	1966	B	A series of measures designed to identify needed areas of instruction in arithmetic. It comes in two levels. It can be group or individually administered.	Content covered from the latter part of grade two to the middle of grade 8. However, it may be used for all ages if used for clinical and remedial purposes.	Not necessary to have formal training in test administration.	Level 1 about 3 hours and 40 minutes. Done in 6 sittings Level 11 4 hours and 20 minutes. Done in seven sittings.	Stanines, grade scores, profile of abilities.

Test	o.	Date	Cost	Purpose	Age Gr	Administration	Time	S res

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TEST OF LANGUAGE FUNCTION

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Boehm Test of Basic Concepts	PC	1971	B	Designed to measure children's mastery of concepts considered necessary for achievement in the first years of school. Results may be used both to identify children with deficencies in this area, and to identify individual concepts on which the children could profit from instruction.	Children in kindergarten and grades one and two.	Group or individual administration. Requires no formal experience in test administration.	About 30-40 minutes.	Percentile.
Illinois Test of Psycholinguistic Abilities	UIP	1969	E	Designed to pinpoint specific language disabilities in children. It is designed to suggest remediation	2½ to 9 years of age.	Must have adequate background and should administer a minimum of 10 practice tests before considered a valid examiner. Individual Administration.	About 1 hour	Psycholinguistic age for each sub-test, scaled scores for each subtest. Also, a profile of abilities.

Test	b.	Date	Cost	Purpose	Age Group	Administration	Time	Sco

TESTS OF PERCEPTUAL SKILLS

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Bender Gestalt Test for Young Children	GS	1966		To evaluate visual-motor functioning in children	All children aged 5 to 10 years of age.	Individually administered. Requires training in test administration.	About one hour.	Compares children with other children with the same C.A. or compares a child with other children at same maturation level in visual-motor perception
Benton Visual Retention Test	PC	1963	A	This test is a clinical and research tool designed to assess visual perception, visual memory and visuo-constructive abilities.	Children and adults.	Indivisually administration. Administration is simple, interpretation is a bit more complex.	About 1½ hours.	Number of correct reproductions and error analysis.

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Developmental Test of Visual-Motor Integration	FEC	1967	B	A measure of the complex skill, visual-motor integration. This is the ability to use, in an integrated fashion, visual and motor skills. Also, provides a separate assessment of visual perception and motor performance. Designed to facilitate educational programming. The visual-motor integration skill is highly correlated with ability to read.	Can be administered to children aged two through fifteen. However, it was designed primarily for preschool and early primary grades.	Group or individual administration. Not necessary to have formal training in test administration.	About 15-30 minutes	Visual-Motor integration age equivalent This is compared to the child's chronological age.
Developmental Test of Visual Perception	CPP	1966	B	A measure of five operationally defined visual perceptual skills. May be used as a screening device for primary aged children or as a clinical evaluative instrument for older children with learning problems. Can be individually or group administered.	Four to eight years olds.	Should be administered and scored by an experienced examiner.	30-45 minutes for individual administration. About one hour for group administration.	Perceptual age scores, scaled scores and perceptual quotient.

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Goldman-Fristoe-Woodcock Test of Auditory Discrimination	AGS	1970	C	The test is designed to provide measures of speech-sound discrimination ability, relative unconfounded by other factors. It provides a measure of auditory discrimination under ideal listening conditions plus a comparative measure of auditory discrimination in the presence of controlled background noise.	Test is designed for children as young as four years of age. However, it can also be used with adults.	Individual or group administration. Administration requires a minimum of preparation and training for the examiner.	About 20 minutes.	Percentile rank and T-scores. Also, analysis of errors.
Slingerland Screening Tests for identifying Children with Specific Language Disability	EPA	1968	B	Designed to identify children with perceptual-motor behavior problems and to identify the probable perceptual-motor difficulty.	Children in grades one through four.	Group and individual administration.	About 45 minutes	Total errors. Scoring is subjective. No norms.
Wepman Auditory Discrimination Test	LRA	1958	A	To determine the child's ability to recognize the fine differences that exist between the phonemes used in English speech	Children over 5 years of age.	Individually administered. Requires no special training in test administration.	About 5 minutes.	Problems are determined by the number of errors made.

Test	Pub.	Date	Cost	Purpose	Age Gro	Administration	Time	Scores

TESTS OF MOTOR SKILLS

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Lincoln-Oseretsky Motor Development Scale	CHS	1954	D	Designed to test motor ability of children. It is an individually administered scale involving both unilateral and bilateral motor tasks. Should be of value to and interest to those concerned with the individual child in clinics, schools, institutions and in private practice.	Children between ages of 6 and 14.	Individual administration. Does not require formal training in test administration. The examiner should be throughly familiar with the test.	Less than one hour.	Percentiles.
The Purdue Perceptual-Motor Survey	CEM	1966		An instrument developed to assess qualitatively the perceptual-motor abilities of children in early grades. Useful for planning a perceptual-motor training program for individual children. There are 11 subtests.	Primarily for children aged 6 to 9 years. However, when used as a clinical tool it is appropriate for all age groups.	Requires no special training in test administration. Scoring is somewhat subjective	About 40-60 minutes.	Subjective ratings of performance.

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores

BEHAVIOR SCALES

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Dime	Scores
Deveruex Elementary School Behavior Rating Scale	DF	1967	A	The scale was designed to provide a profile of 11 dimensions of overt classroom behavior problems. Nine of these problem behaviors have been shown to interfere with academic achievement. The other two facilitate academic achievement.	Elementary school children.	Rating is done by the child's classroom teacher. Not necessary to have formal training in test administration.	About 15-30 minutes.	A profile showing how far from the average (in standard deviation units) the child is on each of the 11 dimensions

Test	Pub.	Date Cost	Purpose	Age Group	Administration	Time	Scores

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TEST OF LEARNING STYLES

Test	Pub.	Date	Cost	Purpose	Age Group	Administration	Time	Scores
Mills Learning Methods Test	MC	1964	B	To aid the teacher in determining the student's ability to learn new words under different teaching procedures (visual procedure, phonic procedure and combination procedure). Basically, it is a series of teaching lessons with testing to determine immediate and delayed learning and the appropriateness of the various methods for different individuals.	Content covers primer to third grade level.	Does not require formal training in test administration.	Must be administered on five consecutive days. 30 minutes each day.	Raw scores, interpretation is subjective.

Test	Pub.	Date	Cost	Purpose	Age [illegible]oup	Administration	Time	Sco[illegible]s

PUBLISHER'S CODE

AGS	American Guidance Service Publishers Building Circle Pines, Minnesota 55014
CEM	Charles E. Merrill Publishing Co. Columbus, Ohio
CHS	C. H. Stoelting Company 424 North Homan Avenue Chicago, Illinois 60624
CPP	Consulting Psychological Press 577 Collage Avenue Palo Alto, California 94306
CTB	California Test Bureau Manchester Road Manchester, Missouri 63011
CTD	Cooperative Test Division Educational Testing Service Princeton, New Jersey 08540
DF	Devereux Foundation Devon, Pennsylvania
EPS	Educators Publishing Service, Inc. 75 Moulton Street Cambridge, Mass. 02138
FEC	Follett Educational Corporation 1010 W. Washington Chicago, Illinois 60607
GA	Guidance Associates 1526 Gilpin Avenue Wilmington, Delaware
GS	Grune and Stratton New York, New York

HBW Harcourt, brace and World
Test Department
737 Third Avenue
New York, New York 10017

HMC Houghton Mifflin Company
6626 Oakbrook Blvd.
Dallas, Texas 75235

LRA Language Research Associates
175 East Delaware Place
Chicago, Illinois 60611

MC The Mills Center
1512 East Broward
Fort Lauderdale, Florida

PC Psychological Corporation
304 East 45th Street
New York, New York

SEP Slosson Educational Publications
140 Pine Street
East Aurora, New York

TCP Teachers College Press
Teachers College, Columbia University
New York, New York 10027

UIP University Of Illinois Press
Urbana, Illinois

COST CODE

A.	$ 1	-	$ 10
B.	11	-	20
C.	21	-	30
D.	31	-	40
E.	41	-	50
F.	51	-	60
G.	61	-	70
H.	71	-	80
I.	81	-	90
J.	91	-	100

Test Content Chart

190-a

	Full Scale I.Q.	Verbal I.Q.	Performance I.Q.	Mental Age	Spelling	Arithmetic	Arithmetic Computation	Arithmetic Concepts	Arithmetic Application	Word Reading	Paragraph Meaning	Word Study Skills	Word Discrimination	Vocabulary	Language	Language Usage	Language Study Skills	Grammer	Punctuation & Capitalization	Kinds of Sentences	Science & Social Studies Skills	Reading	Word Recognition	Reading Comprehension	Oral Reading	Silent Reading	Listening Comprehension	Word Analysis Technique	Consonant Sounds	Vowel Sounds	Consonant Blends
WISC	×	×	×																												
Stanford-Binet	×			×																											
PPVT		×		×																											
Slosson Intelligence Test	×			×																											
Stanford Achievement Test Pl					×	×				×	×	×		×																	
Stanford Achievement Test Pll					×		×	×			×	×		×	×						×										
Stanford Achievement Test In. I					×		×	×			×	×		×	×						×										
Stanford Achievement Test In. II					×		×	×	×		×	×		×	×						×										
Stanford Achievement Test Adv.					×		×	×	×		×				×						×										
Metropolitan Achievement Test Pl								×					×	×								×									
Metropolitan Achievement Test Pll					×		×	×	×				×	×								×									
Metropolitan Achievement Test Elem.					×		×	×	×				×	×		×			×			×									
Metropolitan Achievement Test Int.					×		×	×	×					×		×	×	×	×		×	×									
Metropolitan Achievement Test Adv.					×		×	×	×					×		×	×	×	×	×	×	×									
Wide Range Achievement Test					×		×			×																					
Peabody Individual Achievement Test					×	×																	×	×							
Spache Diagnostic Reading Scales																							×	×	×	×	×	×	×	×	×
Durrell Analysis of Reading Difficulty					×																		×	×	×	×	×	×			
Gates-McKillop DRT					×									×														×		×	×
Key Math Test						×	×	×	×																						
Stanford Diagnostic Arithmetic Test																															
California Achievement Test LP							×	×					×										×								
California Achievement Test UP							×	×															×	×							
California Achievement Test E					×		×	×						×		×			×					×							
Iowa Test of Basic Skills					×		×	×	×		×					×			×				×	×							
Sequential Test of Educational Progress IV						×															×	×					×				

Test Content Chart

	Common Syllables	Blending	Letter Sounds	Visual-Memory of Words	Hearing Sounds	Handwriting	Capital Letters	Lower Case Letters	Initial Letters	Final Letters	Syllabication	Auditory Discrimination	General Information	Numberation	Fractions	Geometry & Symbols	Addition	Subtraction	Multiplication	Division	Mental Computation	Numerical Reasoning	Word Problems	Missing Elements	Money	Measurement	Time	Operations	Decimal Place Value	Decimal Fractions & Perce	Carrying	Writing
WISC																																
Stanford-Binet																																
PPVT																																
Slosson Intelligence Test																																
Stanford Achievement Test PI																																
Stanford Achievement Test PII																																
Stanford Achievement Test In. I																																
Stanford Achievement Test In. II																																
Stanford Achievement Test Adv.																																
Metropolitan Achievement Test PI																																
Metropolitan Achievement Test PII																																
Metropolitan Achievement Test Elem.																																
Metropolitan Achievement Test Int.																																
Metropolitan Achievement Test Adv.													x																			
Wide Range Achievement Test																																
Peabody Individual Achievement Test																																
Spache Diagnostic Reading Scales	x	x	x																													
Durrell Analysis of Reading Difficulty			x	x	x	x																										
Gates-McKillop DRT		x	x				x	x	x	x	x	x																				
Key Math Test														x	x	x	x	x	x	x	x	x	x	x	x	x	x					
Stanford Diagnostic Arithmetic Test														x	x		x	x	x	x								x	x	x	x	
California Achievement Test LP																	x	x														
California Achievement Test UP																	x	x	x	x												
California Achievement Test E						x																										
Iowa Test of Basic Skills																																
Sequential Test of Educational Progress IV																																x

Test Content Chart	Auditory Discrimination	Visual Perception	Eye-Motor Coordination	Figure-Ground Perception	Constancy of Shape	Position in Space	Spatial Relationships	Visual-Motor Integration	Tracing	Tactual-Kinesthetic Sense	Motor Proficiency	Auditory Reception	Visual Reception	Auditory Vocal Association	Visual Motor Association	Verbal Expression	Manual Expression	Grammatic Closure	Visual Closure	Auditory Sequential Memory	Visual Sequential Memory	Concept of Space	Concept of Quantity	Concept of Time	Reasoning and Comprehension	Practical Judgement	Verbal Ability	Time and Space Relationships	Number Ability	Auditory Attentive Ability	Visual Attentive Ability	Motor Ability
G-F-W Test of Auditory Discrimination	x																															
Wepman Test of Auditory Discrimination	x																															
Frostig Developmental Test of Visual Perception		x	x	x	x	x	x																									
Developmental Test of Visual-Motor Integration		x						x	x	x	x																					
Bender-Gestalt								x																								
Benton Test of Visual Retention								x																								
ITPA												x	x	x	x	x	x	x	x	x	x											
Boehm Test of Basic Concepts																						x	x	x								
Detroit Test of Learning Aptitude																									x	x	x	x	x	x	x	x
Slingerland																																
Mills																																
Lincoln-Oscretsky																																
Purdue Perceptual-Motor Survey																																
Devereux																																

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Test Content Chart

	Copying	Visual Perception and Memory	Visual Descrimination	Visual Perception and Memory with a Kinesthetic Response	Auditory Recall	Auditory Sounds	Auditory Learning	Visual Learning	Kinesthetic Learning	Combination Learning	Motor Development	Balance and Postural Flexibility	Perceptual-Motor Match	Ocular Control	Form Perception	Classroom Disturbance	Impatience	Disrespect-Defiance	External Blame	Achievement Anxiety	External Reliance	Comprehension	Inattentive-Withdrawn	Irrelevant Responsiveness	Creative Initiative	Closeness to Teacher
G-F-W Test of Auditory Discrimination																										
Wepman Test of Auditory Discrimination																										
Frostig Developmental Test of Visual Perception																										
Developmental Test of Visual-Motor Integration																										
Bender-Gestalt																										
Benton Test of Visual Retention																										
ITPA																										
Boehm Test of Basic Concepts																										
Detroit Test of Learning Aptitude																										
Slingerland	x	x	x	x	x	x																				
Mills							x	x	x	x																
Lincoln-Oscretsky											x															
Purdue Perceptual-Motor Survey												x	x	x	x											
Devereux																x	x	x	x	x	x	x	x	x	x	x

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SUBTEST DESCRIPTIONS

Auditory Discrimination

This is the ability to discriminate differences in various speech sounds. Deficits in speech-sound discrimination have been suggested to have great effects in developing oral or written language.

Tests measuring this skill:

1. Goldman-Fristoe-Woodcock Test of Auditory Discrimination
2. Wepman Test of Auditory Discrimination

Visual Perception

This is the ability to perceive similarities and differences in visually presented forms. Difficulties in visual perception have been noted in many children who have difficulty learning.

Tests measuring this skill:

1. Frostig Developmental Test of Visual Perception
2. Developmental Test of Visual-Motor Integration
3. Valett Developmental Survey of Basic Learning Abilities
4. Slingerland Screening Tests for Language Disability
5. Purdue Perceptual Motor Survey

Eye-Motor Coordination

The ability to integrate a visual perception and motor performance. An example would be to draw a continuous line between boundaries. This skill has been shown to have a high correlation with reading.

Test measuring this skill:

1. Frostig Developmental Test of Visual Perception
2. Developmental Test of Visual-Motor Integration
3. Bendor-Gestalt Test for Young Children
4. Valett Developmental Survey of Basic Learning Abilities
5. Benton Visual Retention Test
6. Slingerland Screening Test of Language Disability

Figure-Ground Perception

The ability to detect intersecting and hidden geometric forms in increasingly complex backgrounds. A disability here is often seen in children who cannot recognize words.

Tests measuring this skill:

1. Frostig Developmental Test of Visual Perception

Constancy of Shape

The ability to recognize certain figures presented in a variety of sizes, shadings, textures, and positions in space, and their discrimination from similar figures. Often, a disability here is seen in children who have difficulty recognizing a letter or word when it is written in different sizes or colors.

Tests measuring this skill:
1. Frostig Developmental Test of Visual Perception

Position in Space

The ability to discriminate reversals and rotations of figures. Children with a deficit often produce letters and words in "mirrow writing."

Tests measuring this skill:
1. Frostig Developmental Test of Visual Perception

Spatial Relationships

The ability to analyze simple forms and patterns and reproduce them by connecting dots.

Tests measuring this skill:
1. Frostig Developmental Test of Visual Perception

Tracing

The ability to follow a line with a pencil.

Tests measuring this skill:
1. The Developmental Test of Visual-Motor Integration

Tactual Kinesthetic Sense

The ability of the child to move his hand in a controlled manner, to recognize movements of his own hand, and to be able to recognize where and when he is being touched.

Tests measuring this skill:
1. Developmental Test of Visual Motor Integration
2. Valett Developmental Screening of Learning Abilities

Motor Proficiency

The ability to make basic motor responses

Tests measuring this skill:
1. Developmental Test of Visual-Motor Integration

Language Development

The ability to use and manage effectively, the various skills of oral and written language.

Tests measuring this skill:
1. Illinois Test of Psycholinguistic Abilities
2. Valett Developmental Survey of Basic Learning Abilities

Auditory Reception

The ability of the child to derive meaning from verbally presented material.

Tests measuring this skill:
1. Illinois Test of Psycholinguistic Abilities
2. Detroit Test of Learning Aptitude

Visual Reception

The ability of the child to derive meaning from verbally presented material.

Tests measuring this skill:
1. Illinois Test of Psycholinguistic Abilities
2. Detroit Test of Learning Aptitude

Auditory-Vocal Association

The ability to relate or manipulate ideas which one receives auditorally and expressed vocally.

Tests measuring this skill:
1. Illinois Test of Psycholinguistic Abilities

Visual-Motor Association

The ability to manipulate visual symbols. Examples might be: visual classification, noting visual relationships, pairing opposites.

Tests measuring this skill:
1. Illinois Test of Psycholinguistic Abilities

Verbal Expression

The ability to use verbal symbols to communicate ideas. This is done by describing objects, telling stories, etc.

Tests measuring this skill:
1. Illinois Test of Psycholinguistic Abilities
2. Detroit Test of Learning Aptitude

Manual Expression

The ability to act out or pantomine ideas.

Tests measuring this skill:

1. Illinois Test of Psycholinguistic Abilities

Grammatic Closure

The ability to handle language syntax and fill in missing parts of an expression.

Tests measuring this skill:

1. Illinois Test of Psycholinguistic Abilities

Visual Closure

The ability to identify an object from an incomplete visual presentation.

Tests measuring this skill:

1. Illinois Test of Psycholinguistic Abilities

Auditory Sequential Memory

The ability to reproduce from memory digits presented orally.

Tests measuring this skill:

1. Illinois Test of Psycholinguistic Abilities
2. Slingerland Screening Test for Language Disability

Visual Sequential Memory

The ability to produce sequences of nonmeaningful figures from memory.

Tests measuring this skill:

1. Illinois Test of Psycholinguistic Abilities

Concept Development

The ability of the child to understand basic concepts assumed to be familiar to children first entering school.

Tests measuring this skill:

1. Boehm Test of Basic Concepts

Concept of Space

The ability to understand concepts of location, direction, orientation, and dimensions.

Tests measuring this skill:

1. Boehm Test of Basic Concepts
2. Detroit Test of Learning Aptitude

Concept of Quantity

The ability of the child to understand basic concepts of quantity and number.

Tests measuring this skill:

1. Boehm Test of Basic Concepts

Concept of Time

The ability of the child to understand basic time relationships.

Tests measuring this skill:

1. Boehm Test of Basic Concepts
2. Detroit Test of Learning Aptitude

Comprehension and Reasoning

The ability to understand or comprehend problems with reasoning of relationships of elements to each other and to a total complex picture.

Tests measuring this skill:

1. Detroit Test of Learning Aptitude

Practical Judgement

An important psychological function in many learning situations. Refers to the ability to use speed, accuracy, and wisdom in decisions.

Tests measuring this skill:

1. Detroit Test of Learning Aptitude

Number Ability

Tests the ability to know simple number concepts.

Tests measuring this skill:

1. Detroit Test of Learning Aptitude

Auditory Sounds

The ability of the child to reproduce, auditorally, words and phrases spoken by another person.

Tests measuring this skill:

1. Slingerland Screening Tests for Language Disability

Auditory Learning

The ability to learn a series of new words taught essentially through a phonic method of instruction.

Test measuring this skill:

1. Mills Learning Methods Test

Visual Learning

The ability to learn a series of new words taught essentially through an instructional method that relies almost exclusively on the eye as a receptor and means of interpreting the printed symbol stimulus.

Tests measuring this skill:

1. Mills Learning Methods Test

Kinesthetic Learning

The ability to learn a series of new words taught essentially through an instructional method that focuses almost exclusively on writing and tracing.

Tests measuring this skill:

Mills Learning Methods Tests

Combination Learning

The ability to learn a series of new words taught through an instructional method using visual, auditory and kinesthetic channels.

Tests measuring this skill:

1. Mills Learning Methods Test

Motor Development

This refers to the ability of the child to demonstrate that he has acquired the requisite motor skills for his age.

Tests measuring this skill:

1. Lincoln-Oseretsky Motor Development Scale
2. Purdue Perceptual Motor Survey

Walking Board

Refers to the ability to maintain general balance while walking on a narrow board.

Jumping

Refers to the ability of the child to jump in a coordinated fashion.

Identification of Body Parts

This refers to the ability of the child to recognize and identify parts of his own body.

Obstacle Course

This refers to the child's ability to react spatially to objects in his environment.

Kraus-Weber

This refers to physical fitness, physical strength and muscular fitness.

Angel-in-the-Snow

Refers to the identification of limbs and movement of limbs in a coordinated fashion.

Chalkboard Exercises

Refers to the ability to make coordinated movements reflecting an awareness of directionally.

Rhythmic Writing

The ability of the child to perform a continuous, reproductive task.

Ocular Pursuits

Refers to the ability of the child to establish and maintain visual contact with a target.

Visual Achievement

The ability to reproduce certain geometric forms.

Classroom Disturbance

This refers to the extent to which the child's behavior is active and disruptive in the classroom.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale
2. Quay Classroom Observation Instrument

Impatience

Refers to the extent to which children surge forward in their work, never looking back, or thinking about the quality or neatness of the product.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale

Disrespect-Defiance

This refers to the extent to which the child manifests open disrespect for or resistence to the school, the subject matter, or the teacher.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale

External Blame

This refers to the extent to which the child expresses the feelings that it is external circumstances which are the source of this difficulties.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale

Achievement Anxiety

This refers to an outward display of worry concerning the inability to meet achievement demands of the teacher or school situation.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale

External Reliance

This refers to the degree to which the child is unable to make independent decisions, to hold opinions, and to take independent action.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale

Comprehension

This refers to the child having problems understanding the day-to-day work demands of the teacher and the curriculum.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale

Inattentive-Withdrawn

This refers to a tendency on the child's part to lose contact with what is going on in the class.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale
2. Quay Classroom Observation Instrument

Irrelevant-Responsiveness

This refers to the extent to which the child's verbal responses are irrelevant, intrusice, and/or exaggerated or untruthful.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale
2. Quay Classroom Observation Instrument

Creative Initiative

This refers to the degree to which the child exhibits active personal involvement and positive motivation to contribute to the classroom learning situation.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale

Need for Closeness to Teacher

This refers to the extent to which children like to be close to, seek out, and offer to do things for the teacher.

Tests measuring this skill:

1. Devereux Elementary School Behavior Rating Scale

APPENDIX B

INFORMAL ASSESSMENT

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INFORMAL ASSESSMENT

Many times formal diagnostic tests are not available. This leaves the teacher or diagnostician in the position of coming up with her own information on a child to begin planning an educational program. This section of the manual will describe informal procedures to be used for this purpose.

Specifically, this appendix will discuss three informal assessment procedures. The first of these is an informal reading survey designed to determine the child's abilities and difficulties in reading. The second is an informal arithmetic survey designed to accomplish in arithmetic what the informal reading survey is designed to accomplish in reading. The third is the utilization of diagnostic teaching as a diagnostic procedure.

Informal Reading Survey

The purpose of the informal reading survey is two-fold: (1) it is designed to provide an instrument which will help appraise a child's reading level, and (2) it is designed to provide an instrument which will help in more closely and clearly determining appropriate reading instruction.

Making an Informal Survey. Making an informal survey is not difficult. Harris* defines such a procedure. Using a series of basal readers he shows how to select passages, scoring criteria, and administration and interpretation guidelines. From his procedures one can determine the child's Independent, Instructional and Frustration Levels in reading.

Informal Arithmetic Survey

One can follow the same procedures for developing an informal arithmetic survey as were used in the informal reading survey. The major difference would be that one would use an arithmetic basal series rather than a reading series.

Diagnostic Teaching

Many times, it is impossible for the teacher to get a complete formal diagnostic evaluation on a child. This could occur for several reasons. First of all, a trained diagnostician may not be available. Second, if a diagnostician is available, there may be an extensive waiting list for testing. As a result, the teacher is left in a position of needing to develop her own diagnostic information.

Earlier, the development of informal instruments was discussed as a means of getting informal diagnostic information. Another procedure that may be used by the teacher is "diagnostic teaching." Essentially, diagnostic teaching is a procedure for determining children's strengths and weaknesses through the assignment of carefully planned lessons.

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* Harris, Albert J. Effective Teaching of Reading. David McKay: New York. 1962. Pp. 120 - 125.

Specifically, the procedure involves the following steps: (1) the teacher identifies a particular skill that she wants to determine if the child can do, (2) the teacher identifies a format for the lesson (oral recitation, seat work, etc.) she will use with the child to determine whether or not he can perform that skill, (3) the teacher prepares the less, (4) the teacher administers the lesson to the child, and (5) the teacher evaluates the performance on the lesson.

After the lesson is over, if the child did well, the teacher can go on to something else. However, if the child did poorly, then the teacher plans a series of remedial lessons teaching him that particular skill.

Smith and Neisworth* offer some useful criteria for selecting diagnostic activities. The diagnostic teacher would be well advised to read their chapter.

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* Smith, R. M. and Neisworth, J. T. Fundamentals of Informal Assessment. In Smith, R. M. (Ed.). Teacher Diagnosis of Educational Difficulties. Columbus, Ohio: Charles E. Merrill, 1969. Pp. 1 - 29.

APPENDIX C

INSTRUCTIONAL OBJECTIVES

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INSTRUCTIONAL OBJECTIVES

Clusters of objectives rather than single isolated objectives are incorporated into the Educational Based Appraisal System. The objective cluster approach involves two levels of specification, instructional goals and instructional objectives. The instructional goal specifies the terminal behavior to be achieved by the cumulative effect of the cluster of five objectives. Two options are available when developing clusters of instructional objectives.

OPTION 1 - Selection of a cluster from the Objective Cluster Bank included in EBAS

or

OPTION 2 - Development of your own objective cluster

The later option is encouraged since it will result in a set of objectives specific to the particular learner's needs.

Development of objective clusters is the primary responsibility of the teachers using EBAS. However, your role relative to the EBAS team requires you to (1) collaborate with the team with the selection of clusters from the Objective Bank which parallel specified priority instructional goals, (2) collaborate with the team in writing objective clusters and (3) serve as a consultant to the teachers in the use of EBAS. Skill in writing instructional objectives and specifying objective clusters should assist you in fulfilling these roles.

RECOGNIZING INSTRUCTIONAL OBJECTIVES

Instructional objectives differ from instructional goals. Instructional goals establish the direction and extent of the instructional task. The instructional goal statement provides a point of departure from which more specific and complete instructional objectives are derived.

The term "Instructional Objective" is used to describe a statement which specifies (1) what student behavior is desired as a result of instruction, (2) the conditions under which the student will perform the desired behavior, and (3) the degree of competency or frequency which will be accepted as an indication of successful performance. These three specifications are the basic elements in all instructional objectives. They will be referred to as the descriptive, conditional, and evaluative elements. The remainder of this section focuses on the recognition of these basic elements in instructional objectives.

THE DESCRIPTIVE ELEMENT: The portion of the instructional objective which describes the behavior the student is to perform is the descriptive element.

The descriptive element of an instructional objective answers the question WHAT DO I WANT THE STUDENT TO DO? and refers to the outcome of the instructional process. This element is usually an action word which describes what the student is expected to do. Behaviors, such as list, alphabetize, collect, measure, report, trace, and use are very specific observable actions.

However, some action words are vague and do not adequately describe pupil performance. For example, the act of computing may be interpreted as either a mental process, a writing process, or as a process requiring calculation equipment. In order to clarify the behavior, an explanatory phrase could be inserted, such as "the student will compute, using an adding machine or the student will compute, using pencil and paper."
This additional description of the desired behavior thus increases the effectiveness of the objective statement. The more specific the descriptive element, the more measurable the outcome.

Following is a resource of action words which could be used as the descriptive element when writing instructional objectives:

add
alphabetize
answer
build
check
choose
circle
complete
compute
count
cut
demonstrate
describe
discuss
divide
draw
explain
find
identify
label
list
listen
mark
measure
multiply
name
practice
read
record
report
spell
subtract
tell
trace
underline
use
wait
write

THE CONDITIONAL ELEMENT: The portion of the instructional objective which indicates the conditions under which the student will be expected to perform is the conditional element.

The conditional element of an instructional objective asks the question WHAT WILL THE STUDENT BE GIVEN AS A MEANS FOR DEMONSTRATING HIS PERFORMANCE? After stating that a student will circle, point, count, or name, it then becomes necessary to establish the conditions of the behavior. For example, if the task is to compute subtraction problems, it is necessary to first determine the type of problems to be assigned. Several questions are asked. Will the problems consist of two column subtracting? Will borrowing be required? Will fractions be included? In other words, what level of competency is expected of the student?

In addition to specify the level of the instructional task or social behavior, it is important to delineate the materials or equipment involved. Will the student be given a blackboard, pencil and paper, or an abacus?

The conditions established for the demonstration of a behavior should be within the capabilities of the student yet still in agreement with the intent of the objective.

Following is a list of phrases which could be used as the conditional element when writing instructional objectives:

. . . a worksheet . . .
. . . given a list of . . .
. . . given a picture . . .
. . . using a telephone directory . . .
. . . using a glossary . . .
. . . using a newspaper . . .
. . . with help . . .
. . . without help . . .
. . . in any given situation . . .
. . . without hesitation . . .
. . . from the following list . . .
. . . given an assigned task . . .
. . . after a discussion of . . .
. . . when listening . . .
. . . after the teacher orally reads . . .
. . . when asked . . .
. . . when presented with the following problems . . .
. . . when standing in line . . .

THE EVALUATIVE ELEMENT: The portion of the instructional objective which establishes the minimum level of acceptable student performance is the evaluative element.

The evaluative element of an instructional objective, often called the criteria, answers the question WHAT WILL I ACCEPT AS PROOF OF SATISFACTORY LEARNING?

Specifying what will be considered acceptable performance in the objective statement establishes a criterion measure by which the student's performance can be judged.

Considering the following objective, "the student will be able to locate his spelling words in the dictionary," an acceptable level of accuracy must be established. Will the student find all of the words, 75% of the words, or two of the words to demonstrate success? It must be remembered that to be of value the evaluation standard must be realistic. Standards set too high or too low will not be accurate determiners of mastery.

The evaluative element can be specified in several ways.
For example:

1. Percentage of Accuracy - 75% accuracy
2. Time Limitations - within 5 minutes
3. Numerical Limitations - at least two times
4. Involvement Limitations - copies accurately and legibly

The following is a list of evaluative element phrases which could be used as a resource in stating instructional objectives:

. . . with 80% accuracy
. . . 8 out of 10
. . . at least 50% correct
. . . 90% of the time
. . . without quitting
. . . correctly
. . . accurately
. . . at least 6 times
. . . make at least 1 verbal remark
. . . during the school day
. . . within 10 minutes

Summary

Instructional objectives specify the desired behavior the student will exhibit as evidence that he has learned. Three elements are basic to all instructional objectives -- the (1) descriptive, (2) conditional, and (3) evaluative elements. Thus, an instructional objective statement should answer the following questions:

1. What will the learner do?
2. Under what conditions will he do it?
   and
3. What will indicate success?

EXERCISE C.1 Recognizing the descriptive, conditional and evaluative instructional objective.

Identify the descriptive, conditional and evaluative elements in each of the following objectives. Indicate the descriptive element with a D, the conditional element with a C, and the evaluative element with an E.

1. The student will be able to pick all the names referring to countries from a list of 10 names including countries, cities, and states.

2. The student will be able to wait for his turn by standing quietly while another child has his turn.
3. The student will be able to complete a 5 minute written assignment appropriate to his ability level while sitting at his desk.
4. The student will be able to determine the area of a 3" square using pencil and paper by multiplying the two sides together.
5. The student will be able to underline all the proper nouns in a list of 20 nouns.

Responses to EXERCISE C.1.

D E
1. The student will be able to pick all the names referring
C
to countries from a list of 10 names including

countries, cities, and states.
D E
2. The student will be able to wait for his turn by standing
C
quietly while another child has his turn.
D C
3. The student will be able to complete a 5 minute written

assignment appropriate to his ability level while sitting
E
at his desk.
D
4. The student will be able to determine the area of a 3"
C
square using pencil and paper by multiplying the two

sides together. (Implied evaluative element.)
D E
5. The student will be able to underline all the proper
C
nouns in a list of 20 nouns.

Writing Instructional Objectives

In addition to the Objective Cluster Bank component of EBAS there are many other sources of objectives available. For example, objectives can be obtained from curriculum guides, teacher's manuals, and commercially prepared volumes of objectives. As the team gains familiarity with using EBAS, you will be able to identify other sources of objectives which can be used in the development of your own clusters of objectives. The team should not expect to find objective banks which are directly applicable to the needs of a specific student. However, using other banks of objectives, the team or the teachers independently will be able to revise the objectives and organize them into usable clusters.

Various formats for writing objectives exist. EBAS suggests the utilization of a simplified approach. The precision required in stating complex instructional objectives often represents an overburdening academic task, resulting in statements meaningful only to the writer. Instructional objectives, written and shared by the EBAS team, can be meaningful without being complex. It is suggested that the language of the instructional objectives be purposefully simple, straightforward, and free of educational jargon.

The EBAS approach encourages the development of objectives precise enough to provide direction for preparing instructional tasks, yet stated in an uncomplicated manner. While this does not reduce the need for precision and a consistent format, it does free the EBAS team to focus primarily on stating instructional objectives for student behavior to be affected rather than on the writing process itself. This is particularly important following the initial EBAS team conference when the teacher will at times be independently preparing her own cluster.

The model suggested for writing instructional objectives includes the following criteria:

1. Describe the behavior the student is to demonstrate using specific words which describe an obserable action. (Descriptive Element)
2. Designate the conditions under which the student will be able to demonstrate the desired action. (Conditional Element)
3. Specify the level of performance which will indicate successful achievement of the objective. (Evaluative Element)
4. Begin each instructional objective with "The student will be able to..." This establishes consistency and uniformity among the objectives.
5. Keep the language of the objective simple. The degree to which the statement of the objective can be understood by the student can be used as a guide.

If the team writes instructional objectives which illustrate each of the elements listed above and which are stated in a straightforward manner, then the intention of what is to be taught should be clear.

EXERCISE C.2. Writing Instructional Objectives

The following exercise is intended to guide you through the steps of writing an instructional objective. A sample objective is developed simultaneously for you. Follow the steps outlined and generate your own sample objective in the space provided.

1. Subject area:

   example: Science

   diagnostician's: ______________________________

2. Sub-area:

   example: Ecology

   diagnostician's: (derived from Subject area stated in first step)

   ____

3. Descriptive Element:

   example: Write a report

   diagnostician's: ______________________________

4. Conditional Element:

   example: After viewing a film "Protection of our Natural Resources"

   diagnostician's: ______________________________

5. Evaluative Element:

   example: About 4 ways people are trying to conserve natural resources

   diagnostician's: ______________________________

6. Final Objective: put all the elements together

example: The student will be able to write a report about 4 ways people are trying to concerve natural resources after viewing a film "Protection of Our Natural Resources."

diagnostician's: ______________________________

____

Analyzing and Evaluating Instructional Objectives

As the EBAS team develops instructional objectives for specific students, it becomes necessary to make judgments as to the quality of the objectives. There are several conditions on which objectives can be evaluated. In addition to the descriptive, conditional and evaluative requirements, explicitness, relevance, and clarity will need to be considered.

Explicitness

Well-written objectives should be Explicit. In other words, can the presence of each element be determined and secondly, are they written in specific terms? It should be possible to separate each element (descriptive, conditional and evaluative) within an instructional objective, if it is directly stated or even if it is implied. Elements that are directly stated are easily identifiable. However, in other instances the existance of one or more elements is implied. For example, in the following objective, the evaluative element is implied as an inherent part of the desired behavior.

> The student will be able to write on the blackboard the small letters of the alphabet in manuscript.

The evaluation criteria is involved in the component which states "letters of the alphabet" as there is a limited number and their presence or absence is observable.

Objectives containing implied components require careful consideration, as it should not be assumed that they are inadequate simply because one element can not be isolated.

Relevance to the Student

The second step in analyzing and evaluating objective statements is determining the Relevance to the Student. The preceding evaluation criteria represents an academic task for the writer, the present criteria relates the objective directly to the student. Several considerations are inherent in determining the relevance of the objective to the student. The first of these concerns age. Is the behavior requested relevant to the student's chronological age? It would be irrelevant to ask a 16 year old to insert geometric shapes into corresponding spaces.

A second question pertaining to relevance is ability. Is the desired behavior within the student's specific abilities? Asking a hearing impaired student to complete an auditory discrimination exercise would not be a task relevant to the student's ability.

A third consideration concerns identified student needs, that is, is the behavior relevant to the student's identified needs?

A final consideration concerns environmental surroundings. Is the behavior relevant to the student's future success in his functional environment? For example, an objective requiring a student living in a rural area to demonstrate use of a mass transit system is far from relevant to the student's functional environment. In evaluating objectives in terms of student behavior, it is important to consider the preceding relevance variables. Thus, there are four criteria related to the relevance of the objectives to the student: (1) age, (2) ability, (3) needs, and (4) environmental surroundings.

Relevance to the Instructional Process

The third step in evaluating objective statements is Relevance to the Instructional Process. In other words, is demonstration of the desired behavior relevant in terms of available resources? To require the student to demonstrate the use of a tape recorder would not be relevant if a tape recorder was not available. Secondly, is the desired behavior relevant to the content area for which it is written? When asking the student to demonstrate his ability to use a compass correctly it would not be relevant to ask him to demonstrate this ability by drawing a picture of a compass.

Clarity

The final variable in the analysis of objective statements is clarity. Is the objective sequenced and grammatically correct? Is the objective easily understandable, that is, does the objective result in a similar interpretation by all who read it?

A functional instructional objective must meet the criteria of explicitness, relevance, and clarity. The following checklist and evaluation grid are included to assist you and the team in analyzing and evaluating instructional objectives that the team develops.

Figure 9

A Checklist of Questions for Analyzing and Evaluating Instructional Objectives

CRITERIA	YES	NO
EXPLICITNESS		
1. Can a descriptive, conditional and evaluative element be identified	______	______
2. Are the requirements for the desired behavior specifically stated?	______	______
RELEVANCE		
3. Is the desired behavior relevant to the student's chronological age?	______	______
4. Is the desired behavior within the student's specific abilities?	______	______
5. Is the desired behavior relevant to the student's identified needs?	______	______
6. Is the desired behavior relevant to the student's future success in his functional environment?	______	______
7. Is the required demonstration of the desired behavior relevant in terms of available resources?	______	______
8. Is the desired behavior relevant to the content area for which it is written?	______	______
9. Is the objective properly sequenced?	______	______
10. Is the objective grammatically correct?	______	______
11. Is the objective stated so that it is easily understood?	______	______
12. Does the objective result in a similar interpretation by all who read it?	______	______

In addition to the evaluation of the total objective statement provided by the checklist, an evaluation grid has been included to assist you in identifying and correcting weak elements which may exist within the objective statement.

	Criteria			
ELEMENTS	EXPLICITNESS: Can the presence of each element stated in specific terms be identified?	RELEVANCE TO THE STUDENT: Is each element relevant in terms of age, ability, needs, and functional environment?	RELEVANCE TO THE INSTRUCTIONAL PROCESS: Is the required behavior relevant to the resources available and to the content area?	CLARITY: Are the elements clearly stated and grammatically correct?
DESCRIPTIVE				
CONDITIONAL				
EVALUATIVE				

To complete the grid, apply each criterion to each component of the objective. If it satisfies the criterion, place an X in the corresponding cell.

The systematic use of an evaluation check list and/or grid is a convenient and expedient way to evaluate the degree to which the team is developing correctly written and appropriate instructional objectives and to identify weak elements which may exist in an objective statement.

Developing Objective Clusters

The "Objective Cluster" involves two levels of objective specification, instructional goals and instructional objectives. A cluster is comprised of one instructional goal and five related instructional objectives. Thus, the instructional goal and its objectives are viewed as an interrelated unit. The instructional goal specifies a terminal behavior to be achieved by each cluster of generally five objectives. The five instructional objectives are usually sequentially organized and inclusive so that successful attainment of the set of objectives results in mastery of the instructional goal.

The instructional goal is viewed as a terminal objective which can be realistically achieved in 5 to 10 instructional lessons. Certain goals may require a longer period for mastery and contain more or less than five related instructional objectives. Goals statements begin with the stem "To assist the student in." This degree of specificity of the instructional goal establishes consistency and uniformity among goal statements and aids in differentiating goals from objectives. Examples of this degree of specificity of the instructional goal in a cluster follow:

To assist the student in solving a simple 1 - step mathematical word problem.

or

To assist the student in associating single consonant sounds with the written symbols at the beginning of a printed word.

or

To assist the student in attending to assigned tasks rather than irrelevant stimuli.

Each of the preceding examples is sufficiently specific that attainment of five objectives will result in mastery of the goal.

The instructional objectives in the objective cluster represent successive approximations of the instructional goal. Thus, the development of these objectives is in effect a task analysis of the instructional goal. In breaking down the instructional goal into specific tasks or behaviors to be performed, the following questions are asked:

(1) WHAT ARE THE FIVE THINGS THE LEARNER WILL HAVE TO DO IN ORDER TO LEARN THE SKILL OR CONCEPT?

and

(2) WHAT IS THE SEQUENCE OF STEPS IN LEARNING THE SKILL OR CONCEPT?

For example, the instructional goal, "to assist the student in telling time to the nearest minute," can be broken down into the following sequence of tasks:

1. Recognize which hand on a clock is the hour hand and which is the minute hand.
2. Tell time to the hour.
3. Tell time to the half hour.
4. Count by 5's clockwise from 1 to 11.
5. Tell time as minutes after and minutes till to the nearest 5 minutes.

Each identified step is then stated following an instructional objective which contains the three elements previously identified as essential in the statement of an instructional objective: descriptive, conditional, evaluative. Each instructional objective directly suggests an activity or set of activities.

The completed cluster for telling time to the nearest minute is illustrated in EXAMPLE C.1.

EXAMPLE C.1.

Instructional Goal: To assist the student in telling time to the nearest minute.

Instructional Objectives:

1. The student will be able to point to the hour hand and the minute hand on a clock face.
2. The student will be able to read correctly on a large clock face the o'clock time for any hour.
3. The student will be able to read correctly on a large clock face the half past time for any half hour.
4. The student will be able to count the minutes by fives proceeding clockwise from 1 and continuing through 11 given a clock face.
5. The student will be able to tell the time as minutes after the hour or minutes till the hour to the nearest 5 minutes for any position of the hands on a clock face.

The cumulative effect of the objectives developed for the cluster illustrates mastery of the skill or concept described in the instructional goal. Thus, the objectives become the criterion measure for the goal.

Examples of objective clusters for instructional goals in reading, math, and social skills are provided on the following pages. Review them before completing the exercise on page 218.

EXAMPLE C.2. - Reading Cluster

INSTRUCTIONAL GOAL: To assist the student in identifying the main idea in a story.

The student will be able to select from a list of three statements the one which most closely describes the main idea of a given sentence.

The student will be able to select the main idea in a given paragraph.

The student will be able to identify the main idea and the sentence in which it is found in any given paragraph.

The student will be able to identify the topic sentence in a given paragraph and list supporting details.

The student will be able to compose a title suitable to the material for a given written selection.

EXAMPLE C.3. - Math Cluster

INSTRUCTIONAL GOAL: To assist the student in finding the sum of the elements in 2 sets.

The student will be able to identify correctly the symbol for addition.

The student will be able to define addition in such a manner as "putting sets together."

The student will be able to put the sets together and name the members of the new set, given a set of three objects and a set of two objects.

The student will be able to write the number of members in each set under it, given three combination-of-sets problems.

The student will be able to write the correct number of objects in the sum of each pair of sets, given a worksheet containing five pairs of sets.

EXAMPLE C.4. - Social Skill Cluster

INSTRUCTIONAL GOAL: To assist the student in using other's possessions only with their permission.

The student will be able to identify, with the teacher's assistance, that asking permission means that he must receive approval from the owner to use others' possessions.

The student will be able to state that he must "ask permission" whenever he wants to use other's possessions.

The student will be able to identify, with the teacher's assistance, the correct procedure for "asking permission" to use someone elses' possessions.

The student will be able to practice, in a role-playing situation, the correct procedure for "asking permission" to use other' possessions.

The student will be able to identify, by telling the teacher, whenever he must ask permission to use others' possessions.

EXERCISE C.3. Developing Clusters of Instructional Objectives.

The following exercise is intended to guide you through the steps of developing an objective cluster. A sample cluster is developed simultaneously for you. Follow the steps outlined and generate your own sample cluster in the space provided.

1. Instructional Goal
   Example: To assist the student in associating the single consonant sound "b" with the written symbol at the beginning of a printed word.

   ____

   ____

   ____

2. Task Analysis (What are the 5 things a learner will have to do in order to learn the concept or skill specified in step 1?)
   Example:
   a. Identify the "b" sound heard at the beginning of words
   b. Recognize the letter "b" when it is written at the beginning of words
   c. Differentiate "b" sounds from other sounds heard at the beginning of words.
   d. Differentiate the written symbol "b" from other written symbols at the beginning of words
   e. Match the sound "b" with the written symbol

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

3. Restate as Instructional Objectives.

Example: a. The student will be able to identify that a series of words read aloud all begin with the "b" sound.

b. The student will be able to identify that the same series of words when written on the chalkboard all begin with the same letter -- "b".

c. The student will be able to identify which word in a series of 3 words, presented orally, begins with the "b" sound.

d. The student will be able to underline all of the words in a list of 3 words written on the chalkboard that begin with the written symbol "b".

e. The student will be able to point to the words written on the board which begin with the same sound as ball.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________